



Board Agenda Item #	Agenda # 2B
Date:	December 10, 2020
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics

Proposed Board Recommendation

N/A

Background

*What is the LCAP?*

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

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

The MPS Home Office collaborates with the school leadership teams in ensuring that all of the school LCAPs have school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools meaningfully engage their stakeholders in the development of their 2020-21 LCAP.

*A Common LCAP Template for MPS*

Our schools have goals and actions outlined in our charter petitions and WASC reports. As MPS we implement the same education model at each of our schools with some differentiation based on local needs. We have synthesized those MPS-wide goals and actions into the LCAP template so that the LCAP serves as the main planning document in alignment with the charter petition and the WASC process. The following are four MPS-wide LCAP goals which also reflect the MPS core values of Excellence, Innovation, and Connection.

<b>Goal 1:</b>	<b>BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.</b>
<b>Goal 2:</b>	<b>EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.</b>
<b>Goal 3:</b>	<b>INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.</b>
<b>Goal 4:</b>	<b>CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.</b>

We have developed five actions for each of the above goals, totaling 20 MPS-wide LCAP actions as can be seen in the tables below and in the attachment. The short titles of the actions are listed in the column, “Title.” The remaining columns are to indicate whether this action results in increased or improved services for the unduplicated student groups, i.e., low-income, foster youth, and EL.

Some actions are general, and all students benefit from them to an arguably equal degree while some other actions are designed with the needs of unduplicated students in mind, and it can be argued that those actions result in increased or improved services for the unduplicated students. For some actions this is a subjective judgment or depends on how you approach it. For example; for Goal 1: Action 3, “clean and safe facilities that support student learning” we have marked the action as “not contributing” to increased or improved services for unduplicated students, thinking that all our students benefit from the facilities to an almost equal degree whether they are unduplicated or not, but for Goal 1: Action 4, “Healthy and nutritious meals,” we have marked the action as “contributing” since the action was designed with the needs of low-income students in mind and results in increased/improved services for them. As can be seen below, we have identified the majority of our LCAP actions as contributing. This is because MPS serves underserved communities and we have designed most of our actions to meet the needs of low-income, EL, foster youth student groups, as well as meeting the needs of students with special needs and other student groups. LCFF recognizes only the first three student groups as unduplicated students and provides

a substantial amount of additional LCFF funding based on the percentage of unduplicated students. Those funds, i.e., LCFF Supplemental & Concentration grants, are principally targeted for the unduplicated students and the schools are expected to spend those funds on actions and services that can be argued as “contributing.”

<b>Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.</b>							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Teacher assignments and credentials	no	n/a	n/a	n/a	ongoing	1
2	Instructional materials and technology	no	n/a	n/a	n/a	ongoing	1
3	Clean and safe facilities that support learning	no	n/a	n/a	n/a	ongoing	1
4	Healthy and nutritious meals	yes	LEA-wide	LI	All Schools	ongoing	1
5	Well-orchestrated Home Office support services	no	n/a	n/a	n/a	ongoing	1

<b>Goal 2: EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.</b>							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Broad course of study and standards-based curriculum	no	n/a	n/a	n/a	ongoing	2, 7
2	Professional development for high-quality instruction	no	n/a	n/a	n/a	ongoing	2
3	MTSS - Academic enrichment, intervention and student support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2, 4, 8
4	Designated and integrated ELD programs	yes	LEA-wide	EL	All Schools	ongoing	2, 4, 7
5	Support for students with disabilities	no	n/a	n/a	n/a	ongoing	2, 4, 7

<b>Goal 3: INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.</b>							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	College/Career readiness programs and activities	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
2	STEAM and GATE programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
3	Digital literacy and citizenship programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8

4	Physical education, activity, and fitness	yes	LEA-wide	LI	All Schools	ongoing	4, 5, 6, 7, 8
5	Additional programs and activities that support well-rounded education	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8

<b>Goal 4:</b>	<b>CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.</b>						
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Seeking family input for decision making	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 6
2	Building partnerships with families for student outcomes	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 5, 6
3	MTSS - PBIS and SEL support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	5, 6
4	Annual stakeholder surveys	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
5	Community outreach and partnerships	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6

The following is a description of Goal 1: Action 1. Description of all 20 actions can be found in the attachment.

<b>1</b>	<b>Teacher assignments and credentials</b>	no	n/a	n/a	n/a	ongoing	1
<p>Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p>							

*LCAP Expenditures*

MPS has developed the school budgets based on our LCAP actions. To the extent possible, each budget item is tagged with an LCAP goal and action. We aim to have at least 90% of the school budget linked with the LCAP actions. There are certain line items, such as depreciation or other non-educational costs, that may not fit in the LCAP, but other than those, we strive to include almost all of our expenditures in our LCAP. This will help create a LCAP-driven budget, a system of close monitoring of LCFF Supplemental & Concentration funds that ensures needs of unduplicated students are considered, and a data-driven decision-making process.

LCAP Metrics

MPS has developed numerous metrics to measure the effectiveness of the LCAP actions and progress of the schools in achieving their LCAP goals. These metrics can also be found in our charter petition as part of our annual measurable outcomes. MPS is a data-driven organization; the Home Office and the school leadership teams regularly monitor school progress data on the LCAP metrics. MPS has 50+ metrics in the LCAP. The following are sample metrics for each of the four goals.

Sample metric for Goal 1: BASIC SERVICES

Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
State Priorities	Metric	MSA-1						
		2019-20:				2020-21:	2021-22:	2022-23:
1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	0				0	0	0

The above sample metric for Goal 1 is about the number of teacher misassignments and vacant positions. The LCAP asks for a **Baseline** data and a **Desired Outcome for Year 3** (school’s target in 3 years) and then each year schools are required to report the **Actual Outcome** for the current year. MPS has taken this process one step ahead: we ask our schools to set annual desired outcomes for Year 1 and Year 2 in addition to Year 3. Having annual targets helps scaffold the 3-year target.

For this particular metric, teacher assignments and vacancies are closely monitored by the HR department and the school leadership teams with the desired outcome of ZERO misassignments/vacancies across MPS.

Sample metric for Goal 2: EXCELLENCE

The following is a sample metric for Goal 2. It is about the school’s performance on the CA School Dashboard in ELA/Literacy. It has the Baseline data for Distance from Standard (DFS) in ELA based on the 2018-19 CAASPP results. The desired outcomes show that each year the school wants to improve by a certain number of points for each student group depending on the group’s performance, e.g., by +5 points for ELs, +10 points for SWD, etc., to close the achievement gap among student groups. Each MPS has different desired outcomes for this metric based on their overall school performance as well as student group performance. The desired outcomes were guided and reviewed by the accountability and academic departments to ensure they are meaningful, e.g., student groups either move up a performance color or show “Increased” by improving at least +3 points on the DFS and close the achievement gaps.

Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
State Priorities	Metric	MSA-1						
7	Priority 4 ▾ Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)  Note: Put * for student groups that do not have data in the CA School Dashboard. Remember that increase of 3 points for Change is regarded as "Increased" on the CA School Dashboard and increase of 15 points as "Significantly Increased." Target increase should be no less than 3 points. Student groups achieving lower than All Students should aim to have larger increases to close the achievement gap.	2018-19:				2019-20:	2020-21:	2021-22:
	All Students	12.9 points below standard				10.0 points below standard	7.0 points below standard	4.0 points below standard
	English Learners	67.8 points below standard				64.0 points below standard	59.0 points below standard	54.0 points below standard
	Socioeconomically Disadvantaged	15.7 points below standard				12.7 points below standard	8.0 points below standard	5.0 points below standard
	Students with Disabilities	96.0 points below standard				90.0 points below standard	80.0 points below standard	70.0 points below standard
	Homeless (MSA-SD: Use this row for Two or More Races student group)	*	*	*	*	*	*	*
	African American	*	*	*	*	*	*	*
	Asian	49.6 points above standard				50.0 points above standard	50.0 points above standard	50.0 points above standard
	Hispanic	19.4 points below standard				16.4 points below standard	13.2 points below standard	10.0 points below standard
	White	20.9 points above standard				21.0 points above standard	22.0 points above standard	23.0 points above standard

Sample metric for Goal 3: INNOVATION

The following is a sample metric for Goal 3 which measures the number of students enrolled in an Accelerated and/or Advanced math courses or clubs. As indicated in our Math Placement Policy, MPS would like to offer accelerated/advanced math classes to students who are ready for the challenge.

Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
State Priorities	Metric	MSA-1						
		2019-20:				2020-21:	2021-22:	2022-23:
18	Priority 7 ▾ Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	7%				6%	7%	8%

Sample metric for Goal 4: CONNECTION

The following is a sample metric for Goal 4 which measures the percentage of students who have been home visited in a given school year. The Home Office collects this data from the schools about four-five times a year.

Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
State Priorities	Metric	MSA-1						
6 Priority 3 ▾	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, S/S)	18.2%				25.0%	25.0%	25.0%

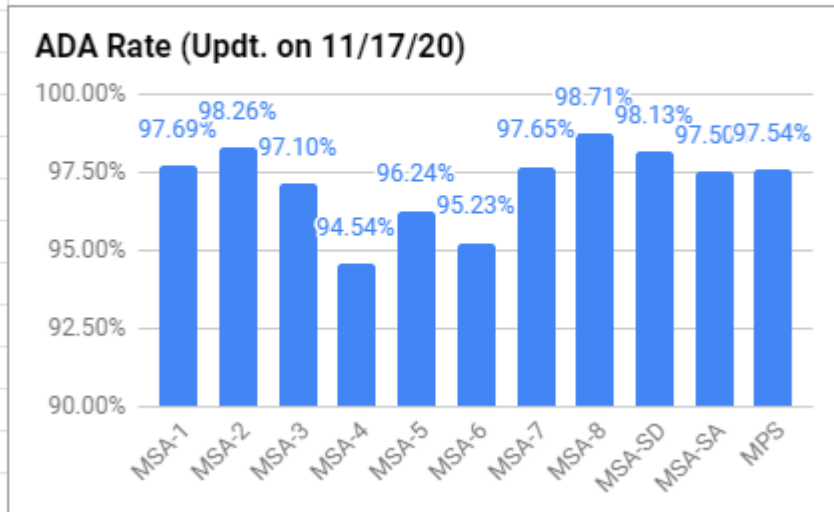
### School Progress on the LCAP Metrics

The Home Office measures our schools’ progress on the LCAP metrics throughout the year to see where more efforts are needed. We do not want LCAP metrics to be only used when the LCAP annual update is due around March-May. Rather, we want to receive and provide updates on the metrics on a regular basis. Currently, we try to provide quarterly updates on many of the metrics (% of home visits, # SSC/ELAC meetings, etc.) and even more frequent updates on some other metrics (% of failing students, ADA, chronic absenteeism, etc.) depending on when the update is typically available (based on progress report dates, monthly report deadlines to authorizers, etc.)

Official data for some of the metrics are provided by the CDE on an annual basis, so we estimate our progress for such metrics using internal tools. For example, the A-G completion rate and graduation rate for the current year seniors are projected by the college counselors and we update our projections with the official data once they are released. For the metrics that are measured by the state assessments (CAASPP, etc.) we provide internal MAP and IAB assessment results to the schools to provide feedback on projected achievement.

Following is a sample update on the ADA rate. Schools’ progress was updated and marked by the Home Office as Yes/No/In Progress depending on the progress toward school-level targets (or “desired outcomes” in the LCAP language). Once the Home Office provides available progress data on the metrics, we provide the schools with an overall school score as an indicator of progress.

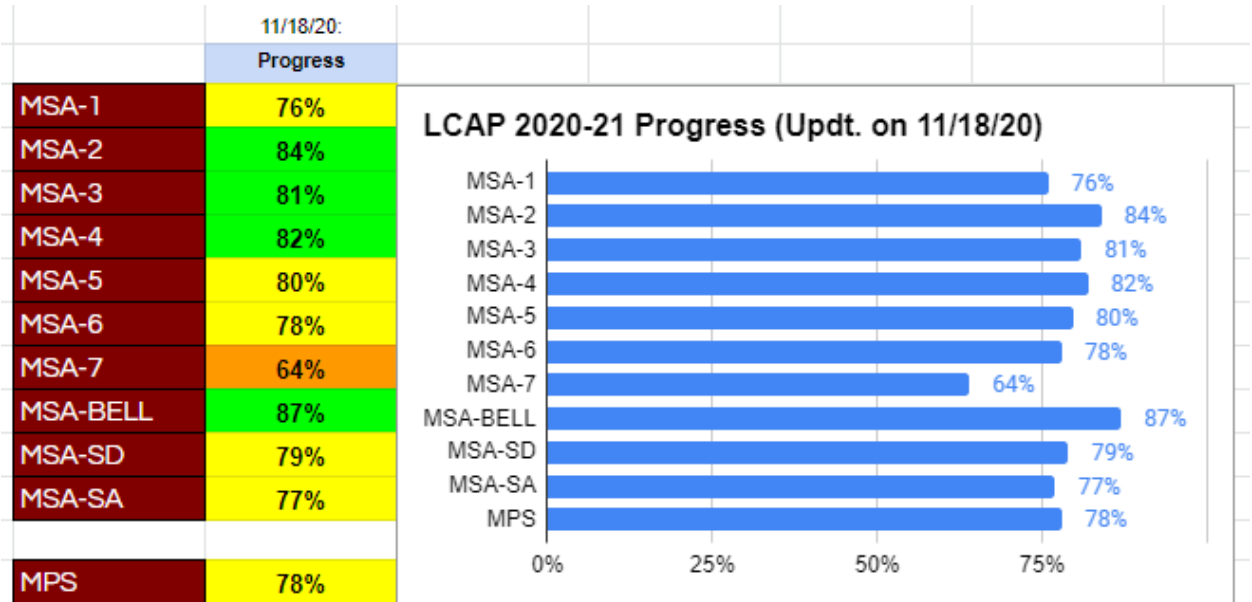
7	Priority 5	Average Daily Attendance (ADA) Rate (Source: SIS)
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	2019-20:	2020-21:	10/16/20:	11/17/20:	2020-21:			
	Baseline (P-2)	Target (P-2)	Progress	Progress	(First semester)	Progress	Exceeded Target by	On Target?
MSA-1	96.64%	97.00%	97.79%	97.69%			0.69%	Y
MSA-2	96.79%	97.00%	98.40%	98.26%			1.26%	Y
MSA-3	95.30%	95.50%	96.28%	97.10%			1.60%	Y
MSA-4	93.54%	94.00%	94.41%	94.54%			0.54%	Y
MSA-5	95.65%	96.00%	95.63%	96.24%			0.24%	Y
MSA-6	95.76%	96.00%	95.83%	95.23%			-0.77%	P
MSA-7	95.31%	96.00%	97.17%	97.65%			1.65%	Y
MSA-8	97.06%	97.10%	98.40%	98.71%			1.61%	Y
MSA-SD	95.78%	96.00%	98.37%	98.13%			2.13%	Y
MSA-SA	96.66%	97.00%	98.17%	97.50%			0.50%	Y
MPS	96.08%	97.00%	97.47%	97.54%			0.54%	Y



The following chart shows MPS' overall progress on our LCAP metrics as of November 18, 2020. As a data-driven organization we will continue to refine our LCAP progress updates as part of our LCAP development and continuous improvement cycle.



Budget Implications

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

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

N/A. This is an informational item.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS LCAP Goals and Actions

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

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

**Actions**

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
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<b>1</b>	<b>Teacher assignments and credentials</b>	<b>no</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>ongoing</b>	<b>1</b>
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Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

<b>2</b>	<b>Instructional materials and technology</b>	<b>no</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>ongoing</b>	<b>1</b>
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Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

<b>3</b>	<b>Clean and safe facilities that support learning</b>	<b>no</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>ongoing</b>	<b>1</b>
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Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

<b>4</b>	<b>Healthy and nutritious meals</b>	<b>yes</b>	<b>LEA-wide</b>	<b>LI</b>	<b>All Schools</b>	<b>ongoing</b>	<b>1</b>
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Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well

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

**Actions**

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
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preferences and special dietary needs. Charter School will provide healthy food and beverage services for all students throughout the campus, as well as encourage participation in school meal programs.

<b>5</b>	<b>Well-orchestrated Home Office support services</b>	<b>no</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>ongoing</b>	<b>1</b>
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The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

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

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

**Actions**

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
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1	Broad course of study and standards-based curriculum	no	n/a	n/a	n/a	ongoing	2, 7
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Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. This action includes teaching staff's and school administrators' salaries and benefits.

2	Professional development for high-quality instruction	no	n/a	n/a	n/a	ongoing	2
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Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

3	MTSS - Academic enrichment, intervention and student support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2, 4, 8
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Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

4	Designated and integrated ELD programs	yes	LEA-wide	EL	All Schools	ongoing	2, 4, 7
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Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such

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

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

**Actions**

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
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instructors) being designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

5	Support for students with disabilities	no	n/a	n/a	n/a	ongoing	2, 4, 7
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Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

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

Why?

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

**Actions**

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	College/Career readiness programs and activities	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Elem./Middle Schools: Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p>							
2	STEAM and GATE programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p>							
3	Digital literacy and citizenship programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p>							
4	Physical education, activity, and fitness	yes	LEA-wide	LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic</p>							

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

Why?

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

**Actions**

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
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well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

5

**Additional programs and activities that support well-rounded education**

yes

LEA-wide

EL, FY, LI

All Schools

ongoing

4, 5, 6, 7, 8

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

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

Why?

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

**Actions**

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Seeking family input for decision making	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 6
<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p>							
2	Building partnerships with families for student outcomes	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 5, 6
<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p>							
3	MTSS - PBIS and SEL support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	5, 6
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p>							
4	Annual stakeholder surveys	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next</p>							



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

Why?

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

**Actions**

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
	staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.						
5	Community outreach and partnerships	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.						