



Board Agenda Item #	III B: Action Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the School Plan for Student Achievement (SPSA) for all MPS

Proposed Board Recommendation

I move that the board approve the School Plan for Student Achievement (SPSA) for all MPS.

Background

The ESSA requires schools receiving Title I funds and operating a schoolwide program (SWP), or schools identified for CSI, TSI, or ATSI, to develop a school plan. State law provides that single school districts and charter schools may utilize the LCAP to serve as the SPSA, provided that the LCAP meets federal school planning requirements and relevant stakeholder requirements for LCAPs under state law. **MPS chooses to utilize the LCAP to serve as the SPSA** because this will eliminate having two separate plans for each school. In order to utilize the LCAP to serve as the SPSA, MPS will describe in its LCAP how the school will use Title I funds to supplement schoolwide goals and actions. The school year 2020-21 has presented a unique case though where the 2020-21 LCAP has been waived due to COVID-19, and in the absence of a 2020-21 LCAP, MPS was obliged to create a SPSA. However, in the upcoming years, as long as the LCAP is not waived again, MPS will use its LCAP to serve as the SPSA.

In its 2020-21 SPSA, each MPS school has articulated schoolwide intervention and student support programs and described how the school will be expending federal funds, including Title-I, Title-II, Title-III, and Title IV, to supplement such programs. MPS uses those federal funds to support instruction, including but not limited to, intervention programs during the day, after-school tutoring, English learner extended support, professional development, PBIS, home visits, etc. More specifically, the plan describes:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific groups of students.
- 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 federal funds will be used to increase or improve services for students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing, and supporting implementation of the SPSA.

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

As part of the LCAP/SPSA development process our schools conducted stakeholder surveys in 2019-20 and additional surveys in the summer and in the fall of 2020 to engage our stakeholders in the evaluation of their experience at MPS as well as preparation for the 2020-21 school year. School leadership teams have shared their reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. This process helped each MSA in evaluating the 2019-20 plans and designing the 2020-21 plans.

Each MPS school had its SPSA approved by the School Site Council (SSC), with recommendations from the English Learner Advisory Committee (ELAC). The plans are ready for the Board's approval.

As explained above, this is likely to be the last SPSA MPS has created. We will utilize the LCAP to serve as the SPSA in the upcoming years. This has brought up an important question: If there is no SPSA to approve, are the schools required to have a SSC? The answer is "No." The Home Office has discussed this question with the principals, and we have collectively decided to continue to have a SSC because it provides a medium to engage parents, the community, and other stakeholders and we will continue to utilize the SSC to develop the LCAP, approve the Safe School Plans, serve as the School Wellness Committee, and support other school functions.

Budget Implications

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

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

Board approval of SPSA is a requirement for LEAs as described in the Ed Code.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- SPSA for each Magnolia Science Academy

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy	19-10199-6119945	November 18, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 28
- Resource Inequities 29
- School and Student Performance Data 30
 - Student Enrollment..... 30
 - CAASPP Results..... 32
 - ELPAC Results 36
 - Student Population 39
 - Overall Performance 40
 - Academic Performance 41
 - Academic Engagement 48
 - Conditions & Climate..... 52
- Goals, Strategies, & Proposed Expenditures..... 54
 - Goal 1..... 54
 - Goal 2..... 60
 - Goal 3..... 69
 - Goal 4..... 76
- Budget Summary 83
 - Budget Summary 83
 - Other Federal, State, and Local Funds 83
- Budgeted Funds and Expenditures in this Plan 84
 - Funds Budgeted to the School by Funding Source..... 84
 - Expenditures by Funding Source 84
 - Expenditures by Budget Reference 84
 - Expenditures by Budget Reference and Funding Source 84
 - Expenditures by Goal..... 85
- School Site Council Membership 86
- Recommendations and Assurances 87
- Instructions..... 88

Instructions: Linked Table of Contents.....88
Purpose and Description.....89
Stakeholder Involvement.....89
Resource Inequities89
Goals, Strategies, Expenditures, & Annual Review90
Annual Review91
Budget Summary92
Appendix A: Plan Requirements94
Appendix B:.....97
Appendix C: Select State and Federal Programs99

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

This year’s survey reflect that while student and staff participation rates have increased by 6.8% and 2.4% respectively, the family participation rate has decreased by 28.0%. In 2018, surveys were given to students to take home and an incentive of free dress was offered to students who participated in the survey; this year, surveys were mailed home and admin did not offer an incentive for returning the surveys. Additionally, we relied heavily on the on-line survey link parents were given access to. Therefore, we attribute the decrease in family participation to our changing method for delivering and incentivizing the survey.

Our overall survey satisfaction rates reflect that compared to the 2017-2018 survey, staff and student satisfaction rate has decreased by 8% and 6% respectively. The decreases in satisfaction rates reveal an area of need for our students and staff. Students report wanting to improve our school site and expand our space to include a better place to eat and a sports field. Students also report a need for more elective offerings. Additionally, staff report wanting to improve classroom space.

While teachers express the need for bigger space, more student accountability regarding behavior, a need for a gym, an increase in pay, and improvement in school culture, they acknowledge the school is heading in a great direction with the construction of the new building. A majority of our staff members commented on feeling supported by admin. Comments ranged from staff feeling grateful for having “small class size” to “administration is open to ideas and suggestions,” and identified a “feeling of community.”

Parents are happy with MSA-1’s overall quality of education, inclusive learning environment, and family-like feeling. Families reported high satisfaction with “staff,” “quality of education,” and a “small and personal” school setting. Overall, surveys reflect appreciation for our staff and their ability to treat everyone with respect. Parents shared “I like how it’s safe for my kids and the teacher notify us [of] our kids’ grades and behavior.”

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

During classroom observations, we recognized teachers consistently posting a student learning objective, and agenda, and using the gradual release model in their instruction. During Distance Learning, teachers tried to create points of engagements by using several interactive features in Zoom including polls, chat, and break out rooms. In general, teachers are doing their best to adapt to Distance Learning by offering instruction that is aligned to common core state standards, and providing relevant instruction to students. Based on classroom observations, one area of improvement we observed was that student learning objectives were not always written in student friendly language with a measurable outcome. We planned to address this area of need through continued professional development and sharing of best practices in weekly meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-1 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-1 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-1 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-1 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-1 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-1, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-1 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-1 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-1 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-1 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-1 also monitors and evaluates teachers for their performance.

MSA-1 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-1 provides all staff with multiple opportunities to grow professionally. MSA-1 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-1 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-1 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-1 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-1 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-1 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-1 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-1 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-1 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-1 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-1, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-1's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-1 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-1 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-1's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-1 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-1 provides culturally and linguistically relevant materials for students. MSA-1 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-1 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-1 will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-1 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-1 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-1 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-1 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-1 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-1's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

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Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-1 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-1 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-1 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-1 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-1 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-1 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-1 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and

Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-1's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-1's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-1 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-1 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: professional development for teachers, Title-I coordinator services for ELA and math intervention, SEL support, and additional services for homeless students.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-1 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

Parent Involvement 2020-2021 Academic Year

August :

8/5/2020 Town Hall Meeting
8/6/2020 Sixth Grade Orientation
8/7/2020 Middle School Orientation
8/7/2020 High School Orientation
8/13/2020 Parent School Platform Training
8/13/2020 Dual Enrollment Information Workshop

September :

9/10 High School Back to School Night
9/11 Middle school Back to School Night
9/17 12th grade College Night
9/24 11th Grade College Night
9/25 PTF Meeting
9/25 ELAC Meeting
9/25 Title I Meeting

October

10/1 9th and 10th Grade College Night
10/7 Parent Teacher Conferences
10/8 Parent Teacher Conferences
10/15 Voter Information Workshop
10/20 School Site Council Meeting
10/30 PTF Meeting

November:

11/18 School Site Council Meeting #2
11/20 PTF Meeting

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	0.51%	0.59%		3	3
Asian	3.50%	3.9%	4.4%	19	23	21
Filipino	1.47%	1.4%	1.38%	8	8	9
Hispanic/Latino	87.66%	88%	90.03%	476	519	582
Pacific Islander	%	%	0%			0
White	6.63%	5.6%	3.81%	36	33	31
Multiple/No Response	%	0.7%	0.88%		4	4
Total Enrollment				543	590	650

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	88	133	125
Grade 7	84	89	133
Grade 8	84	86	87
Grade 9	75	77	86
Grade 10	77	71	80
Grade 11	73	65	73
Grade 12	62	69	66
Total Enrollment	543	590	650

Conclusions based on this data:

1. We increased our enrollment numbers due to separating the middle school and high school after we built a new high school building adjacent to our middle school campus.
2. We have 5 grade groups in Middle school, and 3 grade groups in High school except 9th grade, we have 4 grade groups in 9th grade this year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	80	99	125	14.7%	16.8%	19.2%
Fluent English Proficient (FEP)	373	382	397	68.7%	64.7%	61.1%
Reclassified Fluent English Proficient (RFEP)	7	5	10	0	6.2%	10.1%

Conclusions based on this data:

1. Over the years the number of the EL students have increased.
2. We have been reclassifying about 5 to 10 students in the last few years. We will work to increase our EL reclassification rate.
3. Reclassification of students demonstrated a decline 2 years ago due to the change in the reclassification process.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		86	132		86	131		86	131		100	99.2
Grade 7		85	86		85	86		85	86		100	100
Grade 8		84	84		84	84		84	84		100	100
Grade 11		72	64		72	63		72	63		100	98.4
All		327	366		327	364		327	364		100	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2492.	2497.		9.30	9.92		25.58	23.66		33.72	30.53		31.40	35.88
Grade 7		2547.	2544.		15.29	13.95		36.47	37.21		29.41	26.74		18.82	22.09
Grade 8		2550.	2567.		14.29	13.10		33.33	35.71		19.05	28.57		33.33	22.62
Grade 11		2608.	2590.		27.78	12.70		33.33	42.86		25.00	28.57		13.89	15.87
All Grades	N/A	N/A	N/A		16.21	12.09		32.11	32.97		26.91	28.85		24.77	26.10

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6		12.79	13.74		41.86	44.27		45.35	41.98	
Grade 7		20.00	16.28		48.24	56.98		31.76	26.74	
Grade 8		22.62	20.24		34.52	51.19		42.86	28.57	
Grade 11		33.33	20.63		45.83	46.03		20.83	33.33	
All Grades		21.71	17.03		42.51	49.18		35.78	33.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		13.95	11.45		47.67	55.73		38.37	32.82
Grade 7		25.88	26.74		50.59	52.33		23.53	20.93
Grade 8		21.43	27.38		50.00	55.95		28.57	16.67
Grade 11		36.11	30.16		45.83	53.97		18.06	15.87
All Grades		23.85	21.98		48.62	54.67		27.52	23.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		6.98	6.87		74.42	67.94		18.60	25.19
Grade 7		7.06	8.14		70.59	66.28		22.35	25.58
Grade 8		13.10	9.52		66.67	75.00		20.24	15.48
Grade 11		22.22	19.05		69.44	68.25		8.33	12.70
All Grades		11.93	9.89		70.34	69.23		17.74	20.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		19.77	19.08		54.65	48.09		25.58	32.82
Grade 7		34.12	29.07		52.94	48.84		12.94	22.09
Grade 8		29.76	21.43		44.05	53.57		26.19	25.00
Grade 11		36.11	23.81		50.00	63.49		13.89	12.70
All Grades		29.66	22.80		50.46	52.20		19.88	25.00

Conclusions based on this data:

1. We have a high participation rate in the state assessment test.
2. The percentage of students who met level III (standard met or exceeded) decreased from 48% to 45%. We attribute this decrease to the fact that we had a new campus for the 6th graders due to the construction, we did not have a stable technology infrastructure to be able to prepare students for the testing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		86	132		86	132		86	132		100	100
Grade 7		86	86		86	86		86	86		100	100
Grade 8		84	84		84	84		84	84		100	100
Grade 11		72	64		72	63		72	63		100	98.4
All		328	366		328	365		328	365		100	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2485.	2515.		5.81	13.64		18.60	19.70		34.88	39.39		40.70	27.27
Grade 7		2529.	2522.		15.12	6.98		19.77	22.09		33.72	41.86		31.40	29.07
Grade 8		2537.	2553.		19.05	14.29		17.86	22.62		23.81	36.90		39.29	26.19
Grade 11		2608.	2556.		16.67	4.76		29.17	11.11		27.78	41.27		26.39	42.86
All Grades	N/A	N/A	N/A		14.02	10.68		21.04	19.45		30.18	39.73		34.76	30.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		10.47	23.48		36.05	37.12		53.49	39.39
Grade 7		24.42	10.47		36.05	51.16		39.53	38.37
Grade 8		22.62	27.38		29.76	39.29		47.62	33.33
Grade 11		27.78	7.94		40.28	28.57		31.94	63.49
All Grades		21.04	18.63		35.37	39.45		43.60	41.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		5.81	12.12		52.33	53.79		41.86	34.09
Grade 7		16.28	8.14		48.84	55.81		34.88	36.05
Grade 8		22.62	21.43		45.24	44.05		32.14	34.52
Grade 11		20.83	9.52		56.94	58.73		22.22	31.75
All Grades		16.16	12.88		50.61	52.88		33.23	34.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		8.14	10.61		51.16	52.27		40.70	37.12
Grade 7		15.12	11.63		54.65	61.63		30.23	26.74
Grade 8		16.67	13.10		54.76	63.10		28.57	23.81
Grade 11		23.61	6.35		56.94	60.32		19.44	33.33
All Grades		15.55	10.68		54.27	58.36		30.18	30.96

Conclusions based on this data:

1. We have a high participation rate in the state assessment test.
2. The percentage of students who met level III (standard met or exceeded) decreased from 35% to 30%. We attribute this decrease to the 11th grade Math teacher who had to leave in the middle of the year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1515.1	1547.8	1515.2	1562.7	1514.7	1532.3	24	35
Grade 7	1534.8	1541.6	1537.5	1539.6	1531.5	1543.0	13	17
Grade 8	1502.0	1551.5	1491.9	1562.6	1511.7	1539.8	14	11
Grade 9	*	1524.8	*	1524.1	*	1524.8	*	14
Grade 10	*	*	*	*	*	*	*	9
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	7
All Grades							78	96

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	34.29	45.83	31.43	45.83	28.57		5.71	24	35
7	*	17.65	*	58.82	*	23.53	*	0.00	13	17
8		0.00	*	72.73	*	27.27	*	0.00	14	11
9		7.14	*	14.29	*	50.00	*	28.57	*	14
10	*	*		*	*	*		*	*	*
11	*	*	*	*	*	*		*	*	*
12		*		*	*	*	*	*	*	*
All Grades	15.38	18.75	35.90	42.71	39.74	30.21	*	8.33	78	96

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	51.43	58.33	28.57	*	20.00		0.00	24	35
7	*	41.18	*	41.18	*	17.65		0.00	13	17
8	*	63.64	*	27.27	*	9.09	*	0.00	14	11
9	*	7.14	*	50.00	*	21.43	*	21.43	*	14
10	*	*	*	*		*		*	*	*
11	*	*	*	*	*	*		*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	39.74	40.63	42.31	37.50	14.10	17.71	*	4.17	78	96

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	2.86	*	37.14	*	37.14	50.00	22.86	24	35
7	*	5.88	*	35.29	*	41.18	*	17.65	13	17
8		0.00	*	18.18	*	72.73	*	9.09	14	11
9		0.00	*	7.14	*	42.86	*	50.00	*	14
10		*		*	*	*	*	*	*	*
11	*	*	*	*	*	*		*	*	*
12		*		*	*	*	*	*	*	*
All Grades	*	3.13	15.38	28.13	37.18	43.75	43.59	25.00	78	96

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	37.14	58.33	40.00	*	22.86	24	35	
7	*	0.00	*	58.82	*	41.18	13	17	
8	*	0.00	*	72.73	*	27.27	14	11	
9	*	7.14	*	57.14	*	35.71	*	14	
All Grades	29.49	15.63	43.59	56.25	26.92	28.13	78	96	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	83.33	62.86	*	37.14		0.00	24	35
7	*	94.12	*	5.88		0.00	13	17
8	*	100.00	*	0.00	*	0.00	14	11
9	*	57.14	*	28.57		14.29	*	14
12	*	*	*	*	*	*	*	*
All Grades	71.79	72.92	25.64	23.96	*	3.13	78	96

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	2.86	*	42.86	83.33	54.29	24	35
7	*	0.00	*	64.71	*	35.29	13	17
8		0.00	*	54.55	*	45.45	14	11
9	*	0.00		35.71	*	64.29	*	14
All Grades	*	2.08	25.64	50.00	70.51	47.92	78	96

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		42.86	95.83	57.14	*	0.00	24	35
7	*	11.76	*	76.47	*	11.76	13	17
8		0.00	92.86	100.00	*	0.00	14	11
9		7.14	*	85.71	*	7.14	*	14
All Grades	*	19.79	80.77	75.00	*	5.21	78	96

Conclusions based on this data:

1. Number of students needing EL services increased. This is due to new reclassification criteria.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
590	88.5	16.8	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	99	16.8
Homeless	7	1.2
Socioeconomically Disadvantaged	522	88.5
Students with Disabilities	97	16.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
Asian	23	3.9
Filipino	8	1.4
Hispanic	519	88.0
Two or More Races	4	0.7
White	33	5.6

Conclusions based on this data:

- MSA1 has been in operation at the same location since its foundation. As a result, our students' demographics have not changed significantly.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Orange	Chronic Absenteeism  Orange	
College/Career  Blue		

Conclusions based on this data:

1. Our dashboard color for college/career readiness changed from orange to blue.
2. The dashboard color for Math changed from Yellow to Orange due to the decrease in the percentage of 11th grade students who met level 3 target. The color for English remained the same as Orange.
3. Our dashboard color for suspension changed from blue to orange due to having the 6th graders in a separate campus away from the other grade groups.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 12.9 points below standard Declined -3.8 points 359	<p>English Learners</p>  Yellow 67.8 points below standard Increased +8.2 points 118	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 15.7 points below standard Maintained -1.9 points 324	<p>Students with Disabilities</p>  Orange 96 points below standard Increased Significantly +22.5 points 60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 49.6 points above standard Increased Significantly +17.4 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.5 points below standard Maintained -2.9 points 320	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 20.9 points above standard Declined Significantly -27.1 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102 points below standard Increased Significantly +28.8 points 66	24.3 points below standard Declined -14 points 52	0.9 points below standard Increased +3 points 80

Conclusions based on this data:

- Although we declined by 3.8 points our dashboard color remained the same for English.
- The percentage of our SPED and EL students who showed growth in the area of English has increased; as a result, the colors for those subgroups have changed from Red to Orange.

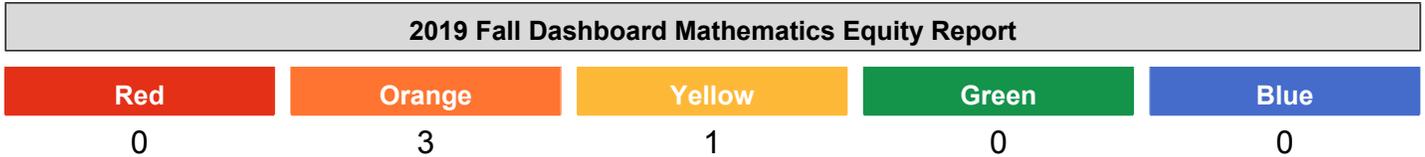
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 43.1 points below standard Maintained +0.1 points 359	<p>English Learners</p>  Yellow 77.6 points below standard Increased Significantly +26.5 points 118	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 47.1 points below standard Maintained +2.4 points 324	<p>Students with Disabilities</p>  Orange 121.2 points below standard Increased Significantly +37.8 points 60

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 19.9 points above standard Increased Significantly +34.3 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50 points below standard Maintained +1.9 points 320	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 6.2 points above standard Declined Significantly -40.8 points 15	 No Performance Color 6.2 points above standard Declined Significantly -40.8 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107 points below standard Increased Significantly +48.7 points 66	40.3 points below standard Maintained +2.1 points 52	28.1 points below standard Increased +3.1 points 80

Conclusions based on this data:

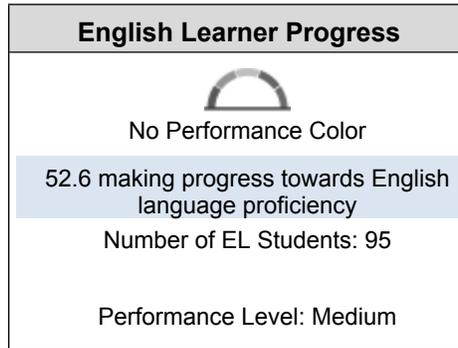
- Although we increased by 0.1 point, our dashboard color changed from yellow to orange.
- The percentage of our SPED and EL students who showed growth in the area of English has increased; as a result, the colors for those subgroups have changed from Red to Orange.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.8	29.4	8.4	44.2

Conclusions based on this data:

1. The percentage of our EL students who showed growth in the areas of English and Math has increased; as a result, the color for this subgroups has changed from Red to Orange.
2. The increase in the performance of our English learners can be attributed to smaller and more effective POWER classes that were based on the students' MAP, ELPAC, ICA, and IAB scores. We frequently cycled the students out who showed growth. The English teachers implemented the gradual-release model of instruction to help provide scaffolding for students who are both learning the language or who struggle to read and write.

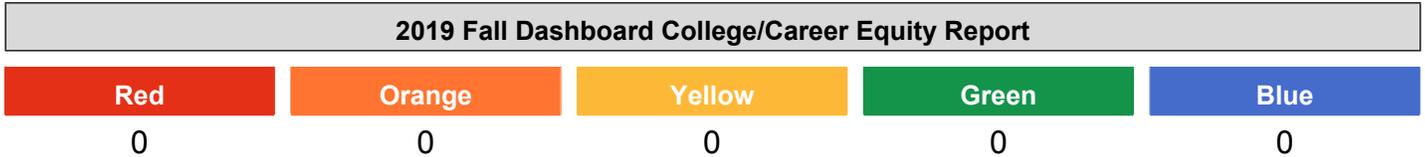
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>73.2</p> <p>Increased +12.6</p> <p>71</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
60 Prepared	60.7 Prepared	73.2 Prepared
28.3 Approaching Prepared	27.9 Approaching Prepared	18.3 Approaching Prepared
11.7 Not Prepared	11.5 Not Prepared	8.5 Not Prepared

Conclusions based on this data:

1. The performance color for College and Career changed from Orange to Blue. This can be attributed to the high pass rates of the AP exams, high graduation rates and meeting the A-G requirements.
2. Additionally, the high school counselor creates 4-year plans and provides 1-1 assistance to our high school students in terms of college applications, FAFSA, scholarship, and internships.
3. Finally, MSA1 offers dual enrollment to its high school students with the affiliation of the surrounding community colleges.

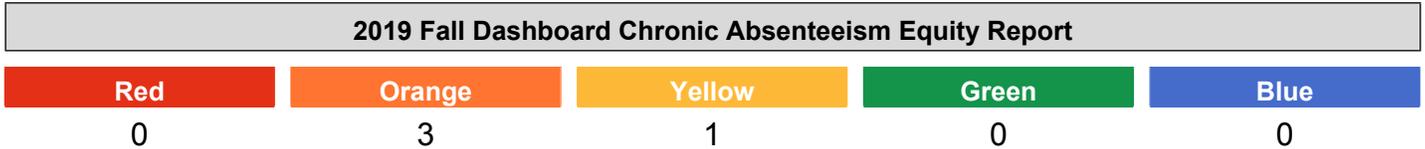
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 6.5 Increased Significantly +3.7 310	<p>English Learners</p>  Yellow 4.5 Increased +0.6 66	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 7.1 Increased Significantly +4.2 280	<p>Students with Disabilities</p>  Orange 8.8 Increased +6.5 57

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 9.1 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.5 Increased Significantly +4 275	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 7.7 13

Conclusions based on this data:

1. Our performance color for Chronic Absenteeism changed from Blue to Orange.
2. Due to this decrease, we started some incentives to address the importance of the attendance such as monthly assemblies, rewards, certificates etc.

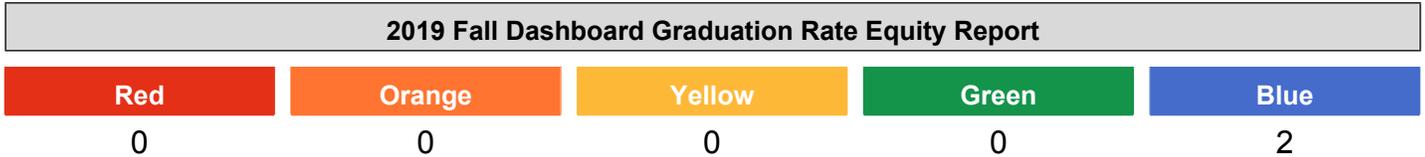
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>97.2</p> <p>Declined -2.8</p> <p>71</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>97.1</p> <p>Declined -2.9</p> <p>69</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.5 Declined -3.5 57	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
100	97.2

Conclusions based on this data:

- MSA1 has had very high percentage of graduation rate for many years including the last 2 years. This is because we have a system where the students are provided in person support and assistance to be able to graduate on time.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green

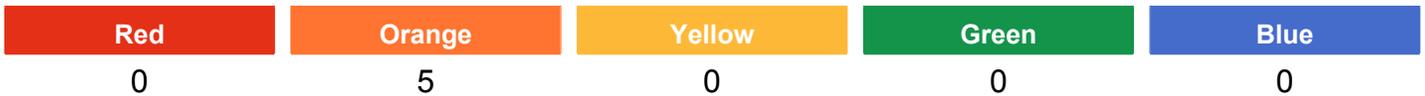


Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 2.3 Increased Significantly +2.3 620	 Orange 4.7 Increased +4.7 107	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 5.9 Increased +5.9 17	 Orange 2.3 Increased Significantly +2.3 557	 Orange 5.9 Increased +5.9 102

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4		 No Performance Color 0 Maintained 0 25	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4 Increased Significantly +2.4 541	 No Performance Color Less than 11 Students - Data 4		 Orange 2.8 Increased +2.8 36

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	2.3

Conclusions based on this data:

- Our dashboard color for suspension changed from blue to orange due to having the 6th graders in a separate campus away from the other grade groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 96.8%	2020-21: 97.0%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$15,967

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,967

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to provide the basics needs to our students for their education needs. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we have provided over 130 hot spots and over 400 Chromebooks to our students during distance learning; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, we provide our ELs with designated and integrated EL instruction; we provide small group instruction to support the academic needs of our

SPED and EL students, we offer Saturday School and after school tutoring, and we offer AP and Advisory classes for college readiness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 74%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 53.4	2020-21: 55.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 45.06% English Learners: 3.03% Socioeconomically Disadvantaged: 44.69% Students with Disabilities: 8.62% Asian: 64.28% Hispanic: 42.73% White: 56.25%	2020-21: All Students: 46.00% English Learners: 5.00% Socioeconomically Disadvantaged: 46.00% Students with Disabilities: 10.00% Asian: 65.00% Hispanic: 45.00% White: 57.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 12.9 points below standard English Learners: 67.8 points below standard Socioeconomically Disadvantaged: 15.7 points below standard Students with Disabilities: 96.0 points below standard Asian: 49.6 points Hispanic: 19.4 points below standard White: 20.9 points below standard	2020-21: All Students: 10.0 points below standard English Learners: 64.0 points below standard Socioeconomically Disadvantaged: 12.7 points below standard Students with Disabilities: 90.0 points below standard Asian: 50.0 points Hispanic: 16.4 points below standard White: 21.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 54.2% English Learners: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%	2020-21: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard	2020-21: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of ELs who increased at least one English Learner Progress Indicator	2018-19: 52.6%	2020-21: 52.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 20.0%	2020-21: 20.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%	2020-21: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$13,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

13,000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures
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Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize 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.)

Expenditures associated with this action include the following: Title-I coordinator salary and benefits, PACE Coordinator's salary and benefits, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (BrainPOP, NextGenMath, Naviance, and ALEKS) and AP exam Fees

The following expenditures will be funded by the federal funds:

- Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$138,172.50
- Title-I coordinators and PACE Coordinator's benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$45,183.50
- Programs and Reference Materials: Resource: Title I, Part A (3010); Object: 4340; Amount: \$21,865
- AP Exam Test Fees: Resource: Title I, Part A (3010); Object: 5820; Amount: \$11,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

138,172.50

Title I
1000-1999: Certificated Personnel Salaries
Title-I coordinators salaries

45,183.80

Title I

	1000-1999: Certificated Personnel Salaries Title-I coordinators benefits
21,865	Title I 4000-4999: Books And Supplies Programs and Reference Materials
11,000	Title I 5000-5999: Services And Other Operating Expenditures AP Exam Test Fees

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and integrated ELD programs:

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

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds:

- MPS EL coordinator salary: Title III, Part A - EL (4203); Object: 1300; Amount: \$76,877

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

76,877

Title III
1000-1999: Certificated Personnel Salaries
MPS EL coordinator salary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$15,625

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,625

Source(s)

Title IV Part A: Student Support and Academic Enrichment
1000-1999: Certificated Personnel Salaries
School psychologist salary (partial)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above. We regularly review student performance data and progress towards targets with our staff (i.e. MAP, SBAC, Interim Assessments, ELPAC, etc.). We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest (i.e. small group instruction, Power English/Power Math classes, after school tutoring, Saturday classes, etc.); our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will be using some of the Learning Loss Mitigation funds to support additional the student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added additional support sessions to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As an organization all schools started the implementation of IABs by the History teachers as unit plans to effectively measure student growth.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 73.2%	2020-21: 73.2%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.0%	2020-21: 50.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 50.0%	2020-21: 50.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: ??.%	2020-21: ??.%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 90.0%	2020-21: 90.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 42.0%	2020-21: 42.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 100.0%	2020-21: 100.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 70.0%	2020-21: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019: 49.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. 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.

Expenditures associated with this action include the following: N/A

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are currently offering 13 AP courses to our 300 high school students so they can challenge themselves and be prepared for the college; we have dual enrollment with 2 community colleges to be able to provide access to college level coursework to our students; we have implemented STEAM based projects/experiments /activities by Math and Science Teachers. Our PE teachers modified their curriculum so they can cover the materials during DL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding is allocated through general funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We needed to make some changes due to the COVID 19 pandemic, MSA 1 will make an effort to adjust and ensure students are exposed to the college experience and environment by providing virtual college tours.

We will provide additional tutoring time, Saturday School, Summer School to mitigate learning loss.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 25%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.95%	2020-21: 96.95%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 10.0%	2020-21: 10.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 100.0%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 83% Families: 90% Staff: 100%	2020-21: Students: 83% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 66% Families: 95% Staff: 81%	2020-21: Students: 66% Families: 95% Staff: 81%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses,

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional services for homeless students: Resource: Title I, Part A (3010); Object: 4390; Amount: \$3,687.70

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,687.70

Title I
4000-4999: Books And Supplies
Additional services for homeless students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

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

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; conducted surveys and based on input from all stakeholders, we held events that promote parental participation as well as parent training activities

such as Parent College. We offer PD to our teachers on student engagement procedures to help create an atmosphere of high expectations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are using various sources to meet the goals and metrics as mentioned above

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are holding all of the parent involvement events in virtual platform in order to abide by the Los Angeles County Public Health Department guidelines. We will closely monitor the ADA rate based on the state and local guidelines for distance learning and hybrid learning models. Student engagement will be prioritized to make sure that students are learning and learning loss is mitigated due to the pandemic.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$341,378.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$341,378.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$219,909.00
Title II Part A: Improving Teacher Quality	\$28,967.00
Title III	\$76,877.00
Title IV Part A: Student Support and Academic Enrichment	\$15,625.00

Subtotal of additional federal funds included for this school: \$341,378.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$341,378.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	219,909.00
Title II Part A: Improving Teacher Quality	28,967.00
Title III	76,877.00
Title IV Part A: Student Support and Academic Enrichment	15,625.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	275,858.30
4000-4999: Books And Supplies	25,552.70
5000-5999: Services And Other Operating Expenditures	39,967.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	183,356.30
4000-4999: Books And Supplies	Title I	25,552.70
5000-5999: Services And Other Operating Expenditures	Title I	11,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	28,967.00
1000-1999: Certificated Personnel Salaries	Title III	76,877.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	15,625.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,967.00
Goal 2	321,723.30
Goal 4	3,687.70

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Mustafa Sahin	Principal
Ernesto Cruz	Classroom Teacher
Faruk Bidak	Classroom Teacher
Mesut Deniz	Classroom Teacher
Priscilla Garcia	Other School Staff
Maria Carino	Secondary Student
Lourdes Gonzalez	Parent or Community Member
Doris Samayoa	Parent or Community Member
Silvia Rodriguez	Parent or Community Member
Xiomara Lisseth Barrios	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name


Carolyn Falcott (Nov 23, 2020 21:40 PST)

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/2020.

Attested:

Mustafa Sahin

Principal, Mustafa Sahin on 11/18/2020



SSC Chairperson, Ernesto Cruz on 11/18/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

2020_School_Plan_for_Student_Achievement_Magnolia_Science_Academy_1_20201123 (1) (1)

Final Audit Report

2020-11-24

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 2	19-10199-0115212	December 4, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations 8
 - Analysis of Current Instructional Program..... 8
- Stakeholder Involvement 31
- Resource Inequities 33
- School and Student Performance Data 34
 - Student Enrollment..... 34
 - CAASPP Results..... 37
 - ELPAC Results 41
 - Student Population 44
 - Overall Performance 45
 - Academic Performance 46
 - Academic Engagement 53
 - Conditions & Climate..... 57
- Goals, Strategies, & Proposed Expenditures..... 59
 - Goal 1..... 59
 - Goal 2..... 65
 - Goal 3..... 74
 - Goal 4..... 81
- Budget Summary 88
 - Budget Summary 88
 - Other Federal, State, and Local Funds 88
- Budgeted Funds and Expenditures in this Plan 89
 - Funds Budgeted to the School by Funding Source..... 89
 - Expenditures by Funding Source 89
 - Expenditures by Budget Reference 89
 - Expenditures by Budget Reference and Funding Source 89
 - Expenditures by Goal 90
- School Site Council Membership 91
- Recommendations and Assurances 92
- Instructions..... 93

Instructions: Linked Table of Contents.....93
Purpose and Description.....94
Stakeholder Involvement.....94
Resource Inequities94
Goals, Strategies, Expenditures, & Annual Review95
Annual Review96
Budget Summary97
Appendix A: Plan Requirements99
Appendix B:.....102
Appendix C: Select State and Federal Programs104

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Findings:

Our Participation rates got even higher among students and remained 100% for staff from 2019 to 2020. Although the participation rate decreased for parent stakeholders, it still remained high at over 85%. MSA-2 Family, Staff and Student generally showed high levels of survey participation. Students and staff took the survey at school. On the other hand, parents were asked to take the

survey at home which required taking time out of their busy schedules. MSA-2 Families continue to participate in our annual survey at a high rate which is a healthy indicator of parent involvement.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students / parents / educators."

Findings:

MSA-2 Family, Staff and Student generally showed high levels of satisfaction. Although our greatest area of need comes from our students since they have the lowest satisfaction rate out of the three stakeholder groups surveyed, student satisfaction rates increased by 7% over the past year. The specific areas of growth will be analyzed and new smart goals will be formulated. Staff survey results which showed the greatest percentage improvement out of the three stakeholder groups surveyed by increasing 16% over the past year will also be analyzed and addressed to help replicate such progress.

Family satisfaction rates were the only stakeholder group to decrease over the past year. However, family satisfaction rates remained relatively constant from 2019 to 2020 with a decrease of only 1% and still remains high at a rate of 93%.

What do you like best about your school? (Survey stakeholder quotes).

- Students: "Sports program", "Safe, Small School", "Good Teachers that treat everyone fairly", "Teachers are hard-working", "Handle bullying and fix problems", "Students are treated with respect"
- Staff: "Small size classroom; small family environment", "Staff support each other; respecting another", "Friendly and welcoming environment for all stakeholders"
- Families: "Staff", "Teachers", "Small class and school size", "Communication with families", "Discipline procedures"

Findings Based on Average Approval Rates of Survey Topics/Questions:

- Students Survey Results on average approval rates increased by 8 percentage points from 2019 to 2020 with an average overall school experience rate of 83% in the most recent survey.
- Family Survey Results remained one of the highest of the three stakeholder groups surveyed for overall school experience rate at 93% with no change in overall average approval rating over the last year.
- Staff Survey Results showed the most significant increases of all of the surveyed stakeholder groups for overall average approval ratings, which increased by 21 percentage points over the past year for staff, with an ending approval rating of 98%.

Reflections: Successes

Students Survey Results had increases across each of the four topics in this category from last year with an average of 6 to 8 percentage point increases and no decreases within averages in percentage favorable for all of the topics in this section. Knowledge and Fairness of Discipline, Rules and Norms showed the greatest increase from the previous year for students, which was 8 percentage points. This demonstrates a success in the area for students. Student Survey averages also showed a 6 point increase in Climate of Support for Academic Learning plus a 7 point increase

in Safety. These are promising results with all of the social challenges students were exposed to over the past few years which include a suicide of one of our 12th-grade students two years ago as well as a 12th-grade student being shot off campus last year, both of which have had an impact on school culture.

Family Survey Results over the last year were high for each of the surveyed topics, with each topic being 92% or higher. The topic with the highest percentage favorable rating for family stakeholders was Climate of Support for Academic Learning, which maintained a 95% favorable rating for families.

Staff Survey Results showed the most significant increases of all of the surveyed stakeholder groups in this area across each of the four topics, which included increases ranging from 12 to 19 points and saw no decreases in percentage favorable ratings for topics. The greatest increases for staff came under the topic of Safety, which showed an increase in 19 percentage points over the last year, as well as the topic of Sense of Belonging (School Connectedness), which also increased by 19 points. These significant increases are successes which have come from taking tremendous amounts of staff feedback into consideration when making decisions for school improvement.

Reflections: Identified Needs

- Students: 63% approval for Sense of Belonging (School Connectedness). Although it is the lowest percent topic for students, it was one of the highest percentage changes from 2019 survey results for students by still showing an increase of 7 percentage points over the last year.
- Families: The lowest approval area by families is Knowledge and Fairness of Discipline. 92% is still a high percentage, although it had a 1 percent decrease from last year. Further the topic which decreased the most for family stakeholders over the last year is Safety, which showed a decrease of 3%, yet which still remained a high percentage favorable rate of 93% for families.
- Staff: The greatest area of need stems from the 81% satisfaction from safety. Although it is the lowest percent topic for staff, it was the highest percent change from 2019 survey results, which included an increase of 19 percentage points over the last year for staff.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

"WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?" (GLOWS)

- Teachers support students academically and emotionally (student & family surveys)
- Strong communication with families (family survey)
- Staff support each other; respecting another (staff & family surveys)
- Discipline procedures/Handle bullying and fix problems/PBIS (student & family surveys)
- Sports program/CIF (student survey)

- Safe, small school /small size classroom; small family environment (student, family & staff surveys)

There was a great deal of positive success which was highlighted in the stakeholder survey results for MSA2 across family, staff and student stakeholder groups. Amongst the patterns which we are particularly proud were the above mentioned areas, including teachers support of students' academic and emotional needs, which was mentioned across student and family stakeholder groups. In addition, all stakeholder groups mentioned the safe, small school, small size classrooms, and small family environment, which emphasizes how students, parents and staff all are drawn to MSA2 due to the small size. We will continue to work collaboratively across all stakeholder groups to sustain the positive areas mentioned here by stakeholders, and to seek new areas which can be improved upon during the upcoming school year.

"WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?" (GROWS)

- Lack of certain facilities, water fountain issue; library and sports facilities; restrooms are not enough (student & staff surveys)
- Teacher vacancies filled by substitutes (family surveys)
- Lunches; Vending machine taking money (student & family surveys)
- Discipline problems; Cell phone usage among students and bad language (staff surveys)

There are numerous patterns of aspects which stakeholders shared that they believe we can improve upon at MSA2. Amongst such areas are those mentioned above, including matters related to food, which was mentioned by students and families, as well as lack of facilities which was mentioned by students and staff. These areas of need create an opportunity to improve the school, and as such, are helpful tools to lead to continued school improvement.

"WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?" (SUGGESTIONS)

- Expand sports programs to middle school students (student & family surveys)
- Improve access to facilities (field, school entrance, staff lounge) (staff & family surveys)
- Less substitutes (staff surveys)
- Offer more student-centered clubs (student & family surveys)
- Offer better student meals (family survey)
- Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc.) (student & family surveys)

"NEXT STEPS" / Goals

- Partner up with Think Together to coordinate middle school sports, survey high school students for sport interest
- Propose a different drop off area for the morning, co-location shared use facility planning to include maximum usage of shared use facilities
- Continue to seek feedback from staff related to increasing morale in order to increase retention and attendance of teachers/staff
- Survey students, offer clubs based on student interest, monitor club attendance and make adjustments based on lack of student participation
- Look into alternative food options that are more satisfactory
- Revisit PBIS system to create updated system for supporting with disciplinary issues

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

During classroom observations at MSA2, we recognized teachers consistently posting a student learning objective, and agenda, and using the gradual release model in their instruction. During Distance Learning, teachers tried to create points of engagements by using several interactive features in Zoom including polls, chat, and break out rooms. In general, our administration has observed that MSA2 teachers are doing their best to adapt to Distance Learning by offering instruction that is aligned to common core state standards, and providing relevant instruction to students. Based on classroom observations, one area of improvement we observed was that student learning objectives were not always written in student friendly language with a measurable outcome. We planned to address this area of need through continued professional development and sharing of best practices in weekly meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-2 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-2 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-2 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, myON, ALEKS, and MAP. MSA-2 utilizes computer adapted MAP testing to measure student progress two times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-2 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-2, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-2 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-2 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-2 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-2 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-2 also monitors and evaluates teachers for their performance.

MSA-2 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-2 provides all staff with multiple opportunities to grow professionally. MSA-2 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-2 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-2 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-2 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-2 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-2 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-2 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-2 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-2 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-2 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-2, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-2's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, myON, ALEKS, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-2 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-2 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-2 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-2's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-2 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-2 provides culturally and linguistically relevant materials for students. MSA-2 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, myON and Accelerated Math program, Flocabulary, and other resources which allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-2 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-2 will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-2 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-2 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-2 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-2 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-2 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-2's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, myON and Accelerated Math program, Flocabulary, and other resources allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-2 has Teacher Assistants on to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-2 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-2 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-2 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-2 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-2 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-2 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-2 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility

to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-2's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The MTSS Academic support process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-2's MTSS academic program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-2 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-2 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers utilize Google Classroom for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations, and are provided a Chromebook from the school during Distance Learning. Classes are held at the school as well as remotely via Zoom during distance learning on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support

the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- Grade Level Coordinators have been established where school staff call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: professional development for teachers, Title-I coordinator services for ELA and math intervention, SEL support, and additional services for homeless students.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-2 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings:

Parent Involvement 2020-2021 Academic Year

July:

7/30 Town Hall Meeting (English)

7/30 Town Hall Meeting (Spanish)

August :

8/14 Orientation (English)

8/14 Orientation (Spanish)

8/14 Textbook Pickup

8/17 Textbook Pickup

8/21 Coffee with the Principal - Distance Learning Family Support

8/28 Coffee with the Principal - Grade Level Coordinators Presentation

September:

9/4 Coffee with the Principal - Student Engagement, Illuminate, Grades, Parent Square, & Handbook

9/9 Back to School Night

9/11 Coffee with the Principal - Progress Reports, Dean of Students Support, Technology & Food Services, Mental Health Support, Saturday School

9/14 - 9/21 Social Emotional Learning - Stakeholder Survey

9/18 Coffee with the Principal - PE & Health Support During Distance Learning (PE Teacher)

9/25 ELAC Meeting

9/30 September Mustang Flash Newsletter

October:

10/2 ELAC Meeting

10/6 Parent Teacher Conferences

10/7 Parent Teacher Conferences

10/8 Parent Teacher Conferences

10/8 Financial Aid Information Session with Pierce College for High School Students & Families

10/9 Coffee with the Principal - Learning Continuity and Attendance Plan

10/10 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Computer
10/17 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to the Parent Portal & Google Classroom
10/23 School Site Council Meeting
10/23 Title I Meeting
10/24 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Docs
10/24 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
10/30 - Coffee with the Principal - College Counselor Presentation
10/31 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Slides
10/31 October Mustang Flash Newsletter

November:

11/6 Coffee with the Principal - Social Emotional Student Supports, Academic Interventions
11/6 Advanced Placement High School Student and Parent Information Night
11/7 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
11/7 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Drive - How to be More Organized
11/13 Coffee with the Principal - Assistant Principal & Dean of Academic Presentation - Academic Supports
11/14 Parent Education Bridge for Student Achievement Foundation: Parent University - Tools to Help Students Get Organized
11/20 Thanksgiving PBIS Assembly
11/20 Coffee with the Principal - Thanksgiving Break Academic Camp Presentation, Illuminate & Google Classroom Grade Verification
11/21 Parent Education Bridge for Student Achievement Foundation: Parent University - Discovering Your Child's Learning Style
11/21 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
11/25 College Counselor Q&A

December:

12/1 - 12/7 Mental Health and Wellness Stakeholder Survey - Parent/Caregiver & Students
12/1 Attendance / Truancy Parent Intervention Meetings with Grade Level Coordinators
12/2 Attendance / Truancy Parent Intervention Meetings with Grade Level Coordinators
12/4 School Site Council Meeting
12/4 ELAC Meeting
12/5 Parent Education Bridge for Student Achievement Foundation: Parent University - Motivation for Academic Success
12/12 Parent Education Bridge for Student Achievement Foundation: Parent University - Review and Parent Graduation

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	2.1%	2.5%	2.3%	10	11	10
Asian	2.8%	3.2%	3.9%	13	14	17
Filipino	2.3%	1.4%	2.3%	11	6	10
Hispanic/Latino	84.6%	85.6%	86.4%	397	374	376
Pacific Islander	0%	0%	0%	0	0	0
White	8.1%	6.9%	4.6%	38	30	20
Multiple/No Response	0%	0.5%	0.5%	0	2	2
Total Enrollment				471	437	435

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	99	95	96
Grade 7	93	85	90
Grade 8	85	79	80
Grade 9	61	50	47
Grade 10	48	47	46
Grade 11	44	37	40
Grade 12	37	37	38
Total Enrollment	471	437	435

Conclusions based on this data:

1. We decreased our enrollment numbers due to expansion of the neighboring schools to include a middle school, expansion of CIF high school sports in a neighboring school, increased dual enrollment college options at a high school neighboring MSA2, and expansion of two other MPS span schools in close proximity to MSA2.
2. We have 3 grade groups in middle school, and 2 grade groups in high school except 11th and 12th grade where we have 1 grade group.
3. We decided to make recruitment and innovative programming a priority to counteract the decrease in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	69	52	57	14.6%	11.9%	13.1%
Fluent English Proficient (FEP)	270	277	282	57.3%	63.4%	64.8%
Reclassified Fluent English Proficient (RFEP)	22	23	14	28.2%	33.3%	26.9%

Conclusions based on this data:

1. Over the years the number of the EL students have fluctuated.
2. We have been reclassifying between 14 and 22 students per year over the last few years. We will work to increase our EL reclassification rate.
3. Reclassification of students demonstrated a decline 1 year ago due to the change in the reclassification process by bringing the ELPAC.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		94	92		94	92		94	92		100	100
Grade 7		88	81		87	81		87	81		98.9	100
Grade 8		83	78		80	77		80	77		96.4	98.7
Grade 11		42	37		42	37		42	37		100	100
All		307	288		303	287		303	287		98.7	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2498.	2473.		10.64	3.26		24.47	21.74		29.79	32.61		35.11	42.39
Grade 7		2500.	2563.		2.30	17.28		24.14	34.57		36.78	29.63		36.78	18.52
Grade 8		2522.	2543.		3.75	1.30		28.75	33.77		30.00	46.75		37.50	18.18
Grade 11		2573.	2618.		23.81	18.92		28.57	56.76		23.81	16.22		23.81	8.11
All Grades	N/A	N/A	N/A		8.25	8.71		26.07	33.10		31.02	33.45		34.65	24.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		15.96	7.61		40.43	41.30		43.62	51.09
Grade 7		4.60	25.93		49.43	43.21		45.98	30.86
Grade 8		16.25	11.69		40.00	55.84		43.75	32.47
Grade 11		23.81	16.22		50.00	70.27		26.19	13.51
All Grades		13.86	14.98		44.22	49.48		41.91	35.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		12.77	6.52		52.13	59.78		35.11	33.70
Grade 7		11.49	25.93		55.17	61.73		33.33	12.35
Grade 8		8.75	7.79		52.50	77.92		38.75	14.29
Grade 11		26.19	51.35		45.24	37.84		28.57	10.81
All Grades		13.20	18.12		52.15	62.37		34.65	19.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		8.51	5.43		62.77	51.09		28.72	43.48
Grade 7		1.15	17.28		64.37	62.96		34.48	19.75
Grade 8		7.50	6.49		67.50	75.32		25.00	18.18
Grade 11		21.43	13.51		57.14	72.97		21.43	13.51
All Grades		7.92	10.10		63.70	63.76		28.38	26.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		28.72	10.87		47.87	52.17		23.40	36.96
Grade 7		11.49	27.16		58.62	53.09		29.89	19.75
Grade 8		15.00	10.39		50.00	64.94		35.00	24.68
Grade 11		28.57	40.54		47.62	51.35		23.81	8.11
All Grades		20.13	19.16		51.49	55.75		28.38	25.09

Conclusions based on this data:

1. We have a high participation rate in the state assessment test.
2. The percentage of students who met level III (standard met or exceeded) increased from 34% to 41%. We attribute this increase to the fact that we had new professional development approaches including UDL and a new intervention coordinator.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		94	92		94	92		94	92		100	100
Grade 7		88	81		87	81		87	81		98.9	100
Grade 8		83	78		82	77		82	77		98.8	98.7
Grade 11		42	37		42	37		42	37		100	100
All		307	288		305	287		305	287		99.3	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2491.	2455.		10.64	2.17		15.96	10.87		28.72	26.09		44.68	60.87
Grade 7		2505.	2527.		10.34	19.75		16.09	13.58		27.59	30.86		45.98	35.80
Grade 8		2516.	2558.		3.66	14.29		24.39	27.27		24.39	33.77		47.56	24.68
Grade 11		2540.	2539.		7.14	2.70		9.52	21.62		33.33	21.62		50.00	54.05
All Grades	N/A	N/A	N/A		8.20	10.45		17.38	17.42		27.87	28.92		46.56	43.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		18.09	4.35		24.47	27.17		57.45	68.48
Grade 7		12.64	27.16		29.89	25.93		57.47	46.91
Grade 8		9.76	28.57		37.80	42.86		52.44	28.57
Grade 11		11.90	10.81		23.81	27.03		64.29	62.16
All Grades		13.44	18.12		29.51	31.01		57.05	50.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		13.83	5.43		42.55	35.87		43.62	58.70
Grade 7		12.64	22.22		39.08	37.04		48.28	40.74
Grade 8		9.76	11.69		52.44	50.65		37.80	37.66
Grade 11		9.52	5.41		45.24	51.35		45.24	43.24
All Grades		11.80	11.85		44.59	42.16		43.61	45.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		12.77	4.35		45.74	33.70		41.49	61.96
Grade 7		8.05	14.81		59.77	58.02		32.18	27.16
Grade 8		7.32	14.29		59.76	67.53		32.93	18.18
Grade 11		7.14	8.11		57.14	54.05		35.71	37.84
All Grades		9.18	10.45		55.08	52.26		35.74	37.28

Conclusions based on this data:

1. We have a high participation rate in the state assessment test.
2. The percentage of students who met level III and IV (standard met or exceeded) increased from 25% to 28%. We attribute this increase to the significant gains made by the advanced 8th grade math students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1511.9	1544.6	1508.2	1562.1	1515.1	1526.9	14	19
Grade 7	*	1564.0	*	1576.7	*	1550.8	*	11
Grade 8	1509.3	*	1497.6	*	1520.5	*	12	6
Grade 9	*	*	*	*	*	*	*	7
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12		*		*		*		*
All Grades							45	51

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.32	*	42.11	*	26.32	*	5.26	14	19
7	*	27.27	*	36.36	*	36.36		0.00	*	11
8	*	*	*	*	*	*	*	*	12	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*
All Grades	*	29.41	37.78	39.22	24.44	27.45	*	3.92	45	51

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	36.84	*	42.11	*	15.79	*	5.26	14	19
7	*	45.45	*	45.45		9.09		0.00	*	11
8	*	*	*	*	*	*	*	*	12	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*
All Grades	40.00	43.14	35.56	37.25	*	17.65	*	1.96	45	51

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	5.26	*	21.05	*	52.63	*	21.05	14	19
7		18.18	*	18.18	*	54.55	*	9.09	*	11
8	*	*	*	*	*	*	*	*	12	*
9	*	*		*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*
All Grades	*	7.84	*	27.45	48.89	47.06	31.11	17.65	45	51

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	26.32	*	47.37	*	26.32	14	19	
7	*	9.09	*	63.64	*	27.27	*	11	
8	*	*	*	*	*	*	12	*	
9	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	
All Grades	24.44	19.61	46.67	52.94	28.89	27.45	45	51	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	68.42	*	26.32	*	5.26	14	19	
7	*	81.82	*	18.18		0.00	*	11	
8	*	*	*	*	*	*	12	*	
9	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	
All Grades	64.44	78.43	*	19.61	*	1.96	45	51	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	5.26	*	36.84	78.57	57.89	14	19	
7		18.18	*	27.27	*	54.55	*	11	
8		*	*	*	*	*	12	*	
All Grades	*	9.80	24.44	43.14	71.11	47.06	45	51	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.32	78.57	68.42	*	5.26	14	19
7		18.18	*	81.82		0.00	*	11
8	*	*	*	*	*	*	12	*
All Grades	*	19.61	82.22	78.43	*	1.96	45	51

Conclusions based on this data:

1. Number of students taking the ELPAC increased. This is due to an increase in the amount of 6th grade incoming students who were classified as EL.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
437	87.6	11.9	0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	11.9
Foster Youth	0	0
Homeless	8	1.8
Socioeconomically Disadvantaged	383	87.6
Students with Disabilities	78	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.5
American Indian	0	0
Asian	14	3.2
Filipino	6	1.4
Hispanic	374	85.6
Two or More Races	2	0.5
Pacific Islander	0	0
White	30	6.9

Conclusions based on this data:

- MSA2 has been in operation at the same location for the past decade. As a result, our students' demographics have not changed significantly.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Blue
Mathematics  Yellow	Chronic Absenteeism  Green	
College/Career  Green		

Conclusions based on this data:

1. Our dashboard colors increased in multiple areas, including for college/career readiness which changed from yellow to green, graduation which changed from orange to blue, math which changed from orange to yellow.
2. The English dashboard color stayed yellow, but we still showed an improvement of 20 points over the past year.
3. Our suspension color maintained blue, and our chronic absenteeism color stayed green.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>16.6 points below standard</p> <p>Increased Significantly ++20.8 points 287</p>	<p>English Learners</p> <p>Yellow</p> <p>62.1 points below standard</p> <p>Increased ++12.8 points</p> <p>104</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>22 points below standard</p> <p>Increased Significantly ++17.2 points 257</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>79.9 points below standard</p> <p>Increased Significantly ++28.7 points 49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.9 points below standard Increased Significantly ++10.6 points 252	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 26.2 points above standard Declined -6.6 points 17

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.4 points below standard Increased Significantly ++16.7 points 39	34.4 points below standard Increased Significantly ++16.2 points 65	3.8 points above standard Increased Significantly ++27.3 points 76

Conclusions based on this data:

1. Although we increased by 20.8 points our dashboard color remained the same for English which is yellow.
2. The percentage of our SPED, EL and all other groups showed significant increase in English.

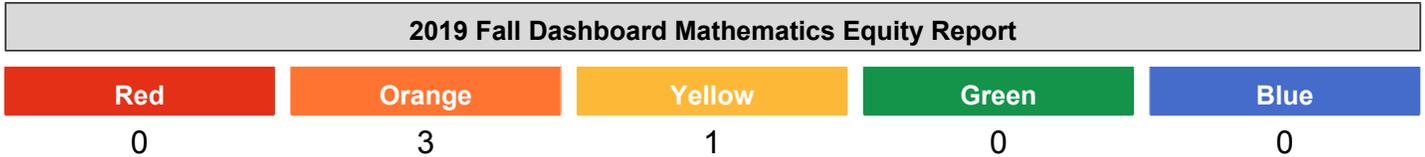
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 60.8 points below standard Increased ++5.6 points 287	<p>English Learners</p>  Orange 96.8 points below standard Increased ++4.1 points 104	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 65.6 points below standard Maintained ++2.9 points 257	<p>Students with Disabilities</p>  Orange 119.6 points below standard Increased ++10.5 points 49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 71.9 points below standard Increased ++3.4 points 252	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 21.8 points above standard Declined -6 points 17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.2 points below standard Increased ++5.6 points 39	71.3 points below standard Increased ++8.5 points 65	39.3 points below standard Increased Significantly ++20.4 points 76

Conclusions based on this data:

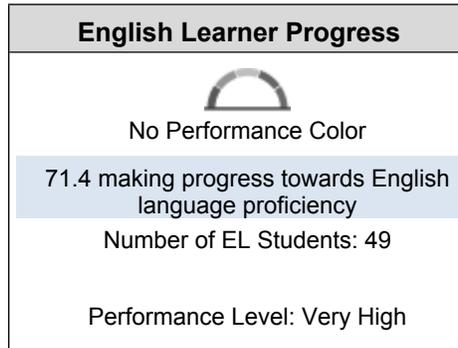
1. We were orange during the prior year and we changed our color to yellow the following year for our overall math on the dashboard.
2. We increased almost all student groups in the areas of math in the dashboard measurements

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.2	18.3	8.1	63.2

Conclusions based on this data:

1. Our performance level for ELPI is very high, including being higher than the state average
2. The percentage of our EL students who showed growth in the areas of English and Math has increased
3. The increase in the performance of our English learners can be attributed to smaller and more effective POWER and ELD classes that were based on the students' MAP, ELPAC, ICA, and IAB scores. We frequently cycled the students out who showed growth. The English teachers implemented the gradual-release model of instruction to help provide scaffolding for students who are both learning the language or who struggle to read and write.

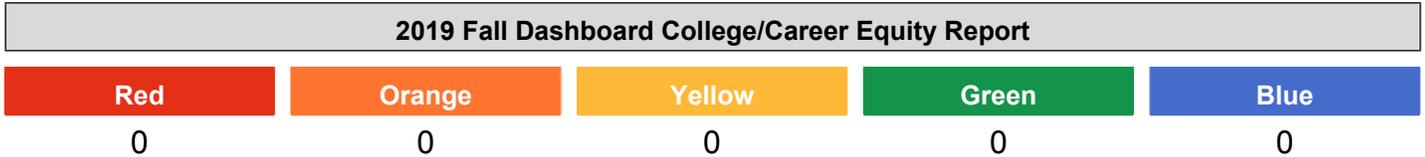
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>60.5</p> <p>Increased +2.6</p> <p>38</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
56.8 Prepared	57.9 Prepared	60.5 Prepared
29.7 Approaching Prepared	28.9 Approaching Prepared	28.9 Approaching Prepared
13.5 Not Prepared	13.2 Not Prepared	10.5 Not Prepared

Conclusions based on this data:

1. There is a 4 percent increase over the span of two years in the amount of students in each graduating class who are considered to be prepared according to the college/career dashboard elements.
2. There is a 3 percent decrease over the span of two years in the amount of students in each graduating class who are considered to be not prepared according to the college/career dashboard elements.

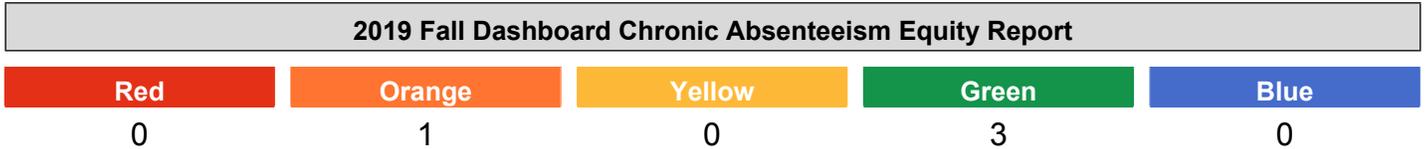
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>8</p> <p>Declined -0.6</p> <p>263</p>	<p>English Learners</p>  <p>Green</p> <p>2.6</p> <p>Declined -5</p> <p>39</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.6</p> <p>Declined -0.7</p> <p>237</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>8.5</p> <p>Increased +3.1</p> <p>47</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.5 Declined -1.8 232	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 25 Increased +13.9 16

Conclusions based on this data:

1. Our performance color for Chronic Absenteeism maintained green color on the dashboard.
2. In order to maintain this level, we utilized the PBIS system to incorporate some incentives to address the importance of the attendance such as assemblies, rewards, certificates etc.

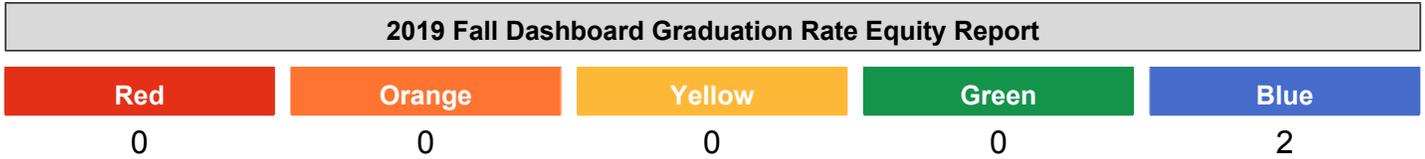
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>97.6</p> <p>Increased +7.9</p> <p>42</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>97.6</p> <p>Increased +8.7</p> <p>42</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>94.4</p> <p>Increased +17.5</p> <p>18</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 97.1 Increased +6.8 35	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
89.7	97.6

Conclusions based on this data:

- MSA2 has had high percentage of graduation rate for many years including the last 2 years. This is because we have a system where the students are provided in person support and assistance to be able to graduate on time.
- We increased our graduation percent by 7.9 percent over the past year.

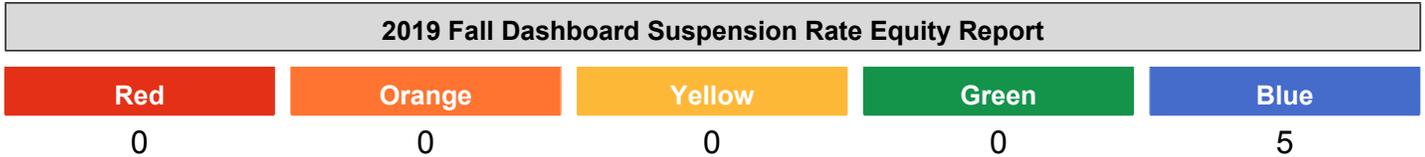
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



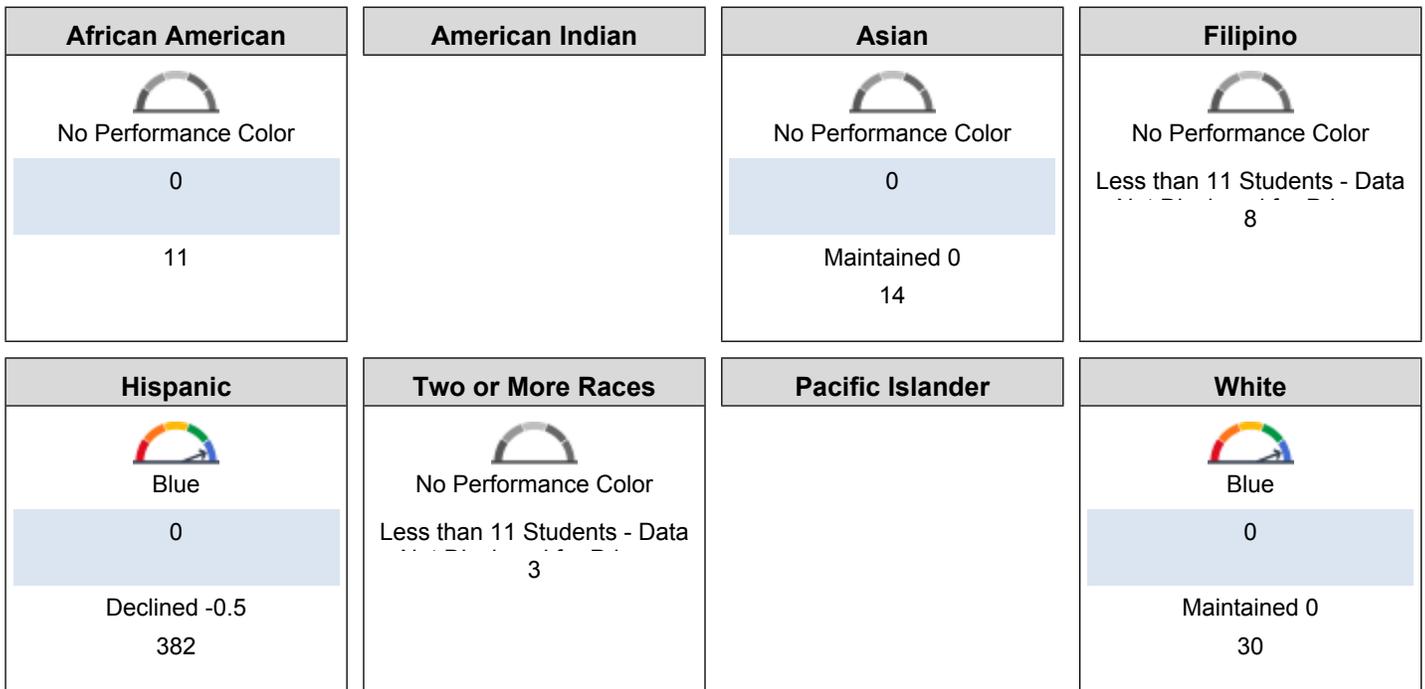
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0 Declined -0.4 448	 Blue 0 Declined -1.3 58	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 12	 Blue 0 Declined -0.5 400	 Blue 0 Declined -2.2 86

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0

Conclusions based on this data:

1. Our student climate is historically high, and as such, we maintained the color of blue on the dashboard in this area.
2. We achieved this success in combination with our PBIS program in collaboration with LACOE where we incentivize positive behavior, and utilize ASB student government members as leaders to set the culture.
3. We utilize alternatives to suspension to support student discipline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 94.2%	2020-21: 95%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$20,006

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,006	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$20,006

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The amount of \$30,139 will be allocated for educational software under this action with Title I funds. Specifically, these funds will purchase: Brain Pop, Flocabulary, NWEA MAP testing, myON online reading, and McGraw Hill ALEKS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,139

Source(s)

Title I
4000-4999: Books And Supplies
Educational Software: Resource: Title I (3010);
Object: 4340; Amount: \$30,139

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to provide the basics needs to our students for their education needs. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we have provided over 100 hot spots and over 300 Chromebooks to our students during distance learning; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, we provide our ELs with designated and integrated EL instruction; we provide small group instruction to support the academic needs of our SPED and EL students, we offer Saturday School and after school tutoring, and we offer AP and Advisory classes for college readiness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MSA2 has no major differences at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

MSA2 has no changes which will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: (end of first semester) 79%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 63.0	2020-21: 55.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 41.81% English Learners: 7.69% Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 15.56% Hispanic: 38.49% White: 58.82%	2020-21: All Students: 44.78% English Learners: 9.0% Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 16.0% Hispanic: 40.0% White: 59.0%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 16.6 points below standard English Learners: 62.1 points below standard Socioeconomically Disadvantaged: 22.0 points below standard Students with Disabilities: 79.9 points below standard Hispanic: 24.9 points below standard White: 26.2 points below standard	2020-21: All Students: 13.6 points below standard English Learners: 59.0 points below standard Socioeconomically Disadvantaged: 19.0 points below standard Students with Disabilities: 76.0 points below standard Hispanic: 22.9 points below standard White: 27.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 58.6% English Learners: 53.5% Socioeconomically Disadvantaged: 57.9%	2020-21: All Students: 60.0% English Learners: 56% Socioeconomically Disadvantaged: 60.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities: 62.2% Hispanic: 57.1% White: 61.9%	Students with Disabilities: 63.0% Hispanic: 60.0% White: 62.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 27.87% English Learners: 5.13% Socioeconomically Disadvantaged: 24.8% Students with Disabilities: 15.55% Hispanic: 23.41% White: 64.71%	2020-21: All Students: 28.0% English Learners: 6.0% Socioeconomically Disadvantaged: 26.0% Students with Disabilities: 16.0% Hispanic: 25.0% White: 65.0%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 60.8 points below standard English Learners: 96.8 points below standard Socioeconomically Disadvantaged: 65.6 points below standard Students with Disabilities: 119.6 points below standard Hispanic: 71.9 points below standard White: 21.8 points above standard	2020-21: All Students: 57.8 points below standard English Learners: 92.0 points below standard Socioeconomically Disadvantaged: 62.6 points below standard Students with Disabilities: 110.0 points below standard Hispanic: 68.9 points below standard White: 21.8 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 61.6% English Learners: 57.8% Socioeconomically Disadvantaged: 63.0% Students with Disabilities: 53.1% Hispanic: 60.8% White: 63.6%	2020-21: All Students: 56.0% English Learners: 56.0% Socioeconomically Disadvantaged: 56.0% Students with Disabilities: 56.0% Hispanic: 56.0% White: 56.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: 71.4%	2020-21: 73.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 26.9%	2020-21: 27.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 21.05% English Learners: 0.00% Socioeconomically Disadvantaged: 20.79% Students with Disabilities: 5.56% Hispanic: 19.41%	2020-21: All Students: 22.0% English Learners: 5.00% Socioeconomically Disadvantaged: 22.00% Students with Disabilities: 5.00% Hispanic: 22.0%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize 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.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$121,739.20
- Title-I coordinators benefits: Resource: Title I, Part A (3010); Object: 3000-3999; Amount: \$21,562.59

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
121,739.20	Title I 1000-1999: Certificated Personnel Salaries Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100
21,562.59	Title I 3000-3999: Employee Benefits Title-I coordinators benefits: Resource: Title I, Part A (3010); Object: 3000-3999

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and integrated ELD programs:

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

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$12,061.87
- School psychologist benefits (partial): Title IV, Part A (4127); Object: 3000-3999; Amount: \$2,171.13

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,061.87	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries School psychologist salary (partial): Title IV, Part A (4127); Object: 1100
2,171.13	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits School psychologist benefits (partial): Title IV, Part A (4127); Object: 3000-3999

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

MSA2 has implemented all of the actions/services described above. We regularly review MSA2 student performance data and progress towards targets with our staff (i.e. MAP, SBAC, Interim Assessments, ELPAC, etc.). MSA2 provides courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest (i.e. small group instruction, Power English/Power Math classes, after school tutoring, Saturday classes, etc.); MSA2's master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology

classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MSA2 will be using some of the Learning Loss Mitigation funds to support additional the student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

MSA2 has added additional support sessions to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As an organization all schools started the implementation of IABs by the History teachers as unit plans to effectively measure student growth.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 60.5%	2020-21: 66.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 75.68%	2020-21: 77.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 24.32%	2020-21: 25.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%	2020-21: 46.0%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 48.8%	2020-21: 49.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 57.9%	2020-21: 58.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 94.7%	2020-21: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 7.9%	2020-21: 12.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 28.9%	2020-21: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 47.4%	2020-21: 48.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 95.0%	2020-21: 100.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 63.0%	2020-21: 65.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%	Class of 2019: 60.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 16%	2020-21: 6%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. 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.

Expenditures associated with this action include the following: N/A

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

MSA2 currently offers AP courses in Spanish, Computer Programming, Calculus AB, Calculus BC, and Studio Art, to our approximately 170 high school students so they can challenge themselves and be prepared for the college; MSA2 has dual enrollment with 3 community colleges to be able to provide access to college level coursework to our students; we have implemented STEAM based projects/experiments /activities by math and science teachers. MSA2's PE teacher modified their curriculum so they can cover the materials during DL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MSA2's funding for this area is allocated through the school's general funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

MSA2 was required to make some alterations due to the COVID 19 pandemic, MSA2 will make an effort to adjust and ensure students are exposed to the college experience and environment by providing virtual college tours. MSA2 will provide additional tutoring time, Saturday School, Summer School, winter and Thanksgiving break academic camps to mitigate learning loss.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 30.8%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.79%	2020-21: 97.0%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 6.3%	2020-21: 6.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 100.0%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.22%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 99.3% Families: 85.8% Staff: 100%	2020-21: Students: 95.0% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 70% Families: 93% Staff: 89%	2020-21: Students: 71% Families: 95% Staff: 85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Parent Education Bridge program fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$5,172.21

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,172.21

Title I
5000-5999: Services And Other Operating Expenditures
Parent Education Bridge program fees:
Resource: Title I, Part A (3010); Object: 5800

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

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

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

MSA2 has implemented all of the actions/services described above. Specifically, MSA2 has held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; conducted surveys and

based on input from all stakeholders, MSA2 held events that promote parental participation as well as parent training activities such as Parent College. MSA2 offers PD to our teachers on student engagement procedures to help create an atmosphere of high expectations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MSA2 currently utilizes various sources to meet the goals and metrics as mentioned above

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

MSA2 currently hosts all of the parent involvement events in virtual space as a means to comply with the Los Angeles County Public Health Department guidelines. MSA2 also closely monitors our school's ADA rate based on the state and local guidelines for distance learning and hybrid learning models. Further, we prioritize student engagement at MSA2 in order to make sure that students are learning and learning loss is mitigated due to the pandemic.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$212,852.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,852.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$178,613.00
Title II Part A: Improving Teacher Quality	\$20,006.00
Title IV Part A: Student Support and Academic Enrichment	\$14,233.00

Subtotal of additional federal funds included for this school: \$212,852.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$212,852.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	178,613.00
Title II Part A: Improving Teacher Quality	20,006.00
Title IV Part A: Student Support and Academic Enrichment	14,233.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,801.07
3000-3999: Employee Benefits	23,733.72
4000-4999: Books And Supplies	30,139.00
5000-5999: Services And Other Operating Expenditures	25,178.21

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	121,739.20
3000-3999: Employee Benefits	Title I	21,562.59
4000-4999: Books And Supplies	Title I	30,139.00
5000-5999: Services And Other Operating Expenditures	Title I	5,172.21
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	20,006.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	12,061.87

3000-3999: Employee Benefits

Title IV Part A: Student Support and Academic Enrichment

2,171.13

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,145.00
Goal 2	157,534.79
Goal 4	5,172.21

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
David Garner	Principal
Norlina Aun	Classroom Teacher
Joseph Compagno	Classroom Teacher
Ali Silverstone	Classroom Teacher
Wendy Salinas	Other School Staff
Martha Fuentes	Parent or Community Member
Yari Galo	Parent or Community Member
Cesar Granados	Parent or Community Member
Tasneem Ibrahim	Secondary Student
Alexia Ramirez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 4, 2020.

Attested:

	Principal, David Garner on December 4, 2020
	SSC Chairperson, David Garner on December 4, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 3	19-10199-0115030	November 18, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 27
- Resource Inequities 28
- School and Student Performance Data 29
 - Student Enrollment..... 29
 - CAASPP Results..... 31
 - ELPAC Results 35
 - Student Population 37
 - Overall Performance 38
 - Academic Performance 39
 - Academic Engagement 46
 - Conditions & Climate..... 50
- Goals, Strategies, & Proposed Expenditures..... 52
 - Goal 1..... 52
 - Goal 2..... 58
 - Goal 3..... 68
 - Goal 4..... 76
- Budget Summary 83
 - Budget Summary 83
 - Other Federal, State, and Local Funds 83
- Budgeted Funds and Expenditures in this Plan 84
 - Funds Budgeted to the School by Funding Source..... 84
 - Expenditures by Funding Source 84
 - Expenditures by Budget Reference 84
 - Expenditures by Budget Reference and Funding Source 84
 - Expenditures by Goal..... 85
- School Site Council Membership 86
- Recommendations and Assurances 87
- Instructions..... 88

Instructions: Linked Table of Contents.....88
Purpose and Description.....89
Stakeholder Involvement.....89
Resource Inequities89
Goals, Strategies, Expenditures, & Annual Review90
Annual Review91
Budget Summary92
Appendix A: Plan Requirements94
Appendix B:.....97
Appendix C: Select State and Federal Programs99

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

The average approval rate in 2019-2020 for students: 54%, for families: 84%, and for staff: 65%.

Based on free responses from these stakeholder groups, school leadership identified and reflected on action plans for some key areas of need:

- Improve students’ sense of belonging
- Build more respectful student-teacher relationships
- Establish more consistent communication of events/activities

- Implement more consistent behavior consequences
- Establish more structured communication with parents
- Provide classroom management training for teachers
- Provide training on developing rigorous academic curriculum with higher expectations

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

Leadership identified three standards from the MPS Framework for Teaching that received the lowest scores on Teachers' 2019-2020 Summative Evaluation. Teachers were provided a survey to rank the specific elements (within these three identified standards) that they felt should be prioritized as the highest needs.

Based on survey results, the focus areas identified as highest need were as follows:

- Domain 1, element 1: Classroom Norms
- Domain 1, element 7: High Expectations & Student Motivation
- Domain 3, element 28: Monitoring and Communicating Student Growth

School administrators each took on about 5-6 staff/teachers to conduct two informal observations per semester. Teachers were observed for the three elements listed above and were provided tangible strategies and professional development training to meet those targets.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-3 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-3 administers Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-3 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, MyON, and MAP (NWEA). MSA-3 utilizes computer adapted MAP (NWEA) testing to measure student progress two times a year. However, to evaluate the learning of EL and SWD, MSA-3 will utilize Winter MAP testing for these two subgroups. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-3 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-3, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-3 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-3 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-3 teachers are credentialed. Number of misalignments of teachers of English learners and total teacher misalignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-3 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-3 also monitors and evaluates teachers for their performance.

MSA-3 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-3 provides all staff with multiple opportunities to grow professionally. MSA-3 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-3 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-3 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-3 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-3 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-3 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-3 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-3 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-3 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-3 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, MyON, ALEKs, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate

administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-3 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-3 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-3's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-3 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-3 provides culturally and linguistically relevant materials for students. MSA-3 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Khan Academy, Odysseyware allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-3 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-3 will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-3 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-3 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-3 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-3 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-3 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-3's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-3 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-3 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-3 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-3 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-3 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-3 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-3 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-3 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility

to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-3's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- MyON
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-3's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and EL Coordinators/Sped aides provide push- in/ pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center Zoom Session: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.



Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-3 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-3 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits (on Zoom) offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings (on Zoom) at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities (not realized until restrictions are lifted), and creating internships for students.

*During the Covid-19 pandemic, the Home Visit model switched to Zoom meetings with parents, students, and teachers/administration.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: Saturday School, Home Visits, after school intervention, MyON and other online tools (Odysseyware), and Title 1 Coordinator.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-3 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC,

and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

Parent Advisory Committee meetings: 10/08/2020, 11/12/2020, 12/10/2020

ELAC meetings: 10/14/2020, 11/18/2020

SSC meetings: 11/5/2020, 11/18/2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	0%	0%	1	0	0
African American	44.40%	42.7%	41.85%	202	218	208
Asian	0.66%	0.8%	0.8%	3	4	4
Filipino	0.22%	0.6%	0.2%	1	3	1
Hispanic/Latino	50.99%	51.6%	54.33%	232	263	270
Pacific Islander	0.22%	0.4%	0.2%	1	2	1
White	1.10%	1.4%	1.21%	5	7	6
Multiple/No Response	0.44%	2.5%	1.41%	2	13	0
Total Enrollment				455	510	497

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	88	77	66
Grade 7	89	104	87
Grade 8	88	107	105
Grade 9	49	69	79
Grade 10	54	51	56
Grade 11	45	52	49
Grade 12	42	50	55
Total Enrollment	455	510	497

Conclusions based on this data:

1. The majority of our school population is African American and Hispanic/Latinx.
2. There is a higher number of middle school student enrollment than high school.
3. There was an increase in enrollment for grade 9 & grade 12 from 2017-2019.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	24	27	30	5.3%	5.3%	6.0%
Fluent English Proficient (FEP)	161	168	159	35.4%	32.9%	32.0%
Reclassified Fluent English Proficient (RFEP)	4	4	3	14.8%	16.7%	11.1%

Conclusions based on this data:

1. There has been a slight increase in EL student enrollment from 2017-2019.
2. The percent of students who have been reclassified has decreased about 5% from 2017-2019.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		87	74		87	73		87	73		100	98.6
Grade 7		87	101		86	101		86	101		98.9	100
Grade 8		86	103		85	103		85	103		98.8	100
Grade 11		45	51		45	51		45	51		100	100
All		305	329		303	328		303	328		99.3	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2512.	2467.		5.75	2.74		35.63	19.18		39.08	31.51		19.54	46.58
Grade 7		2514.	2505.		1.16	3.96		34.88	32.67		27.91	25.74		36.05	37.62
Grade 8		2543.	2527.		9.41	4.85		28.24	32.04		31.76	26.21		30.59	36.89
Grade 11		2606.	2584.		28.89	23.53		31.11	27.45		26.67	23.53		13.33	25.49
All Grades	N/A	N/A	N/A		8.91	7.01		32.67	28.66		32.01	26.83		26.40	37.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		9.20	5.48		54.02	34.25		36.78	60.27
Grade 7		12.79	5.94		45.35	47.52		41.86	46.53
Grade 8		17.65	8.74		40.00	47.57		42.35	43.69
Grade 11		26.67	25.49		57.78	43.14		15.56	31.37
All Grades		15.18	9.76		48.18	43.90		36.63	46.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		12.64	4.11		70.11	57.53		17.24	38.36
Grade 7		15.12	18.81		53.49	56.44		31.40	24.75
Grade 8		16.47	20.39		61.18	58.25		22.35	21.36
Grade 11		33.33	33.33		48.89	49.02		17.78	17.65
All Grades		17.49	18.29		59.74	56.10		22.77	25.61

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		8.05	4.11		71.26	67.12		20.69	28.77
Grade 7		5.81	4.95		56.98	64.36		37.21	30.69
Grade 8		8.24	5.83		71.76	67.96		20.00	26.21
Grade 11		33.33	13.73		48.89	72.55		17.78	13.73
All Grades		11.22	6.40		64.03	67.38		24.75	26.22

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		32.18	5.48		51.72	50.68		16.09	43.84
Grade 7		23.26	9.90		47.67	50.50		29.07	39.60
Grade 8		21.18	16.50		54.12	45.63		24.71	37.86
Grade 11		35.56	17.65		51.11	54.90		13.33	27.45
All Grades		27.06	12.20		51.16	49.70		21.78	38.11

Conclusions based on this data:

1. The highest percentage of students exceeded ELA standards in 11th grade in both 2017-18 and 2018-19.
2. The lowest number of students scored above standard in listening skills.
3. There is a decline in 6th grade ELA proficiency level data from 42% to 22%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		87	74		86	73		86	73		98.9	98.6
Grade 7		88	101		87	101		87	101		98.9	100
Grade 8		86	103		86	103		86	103		100	100
Grade 11		45	51		45	51		45	51		100	100
All		306	329		304	328		304	328		99.3	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2464.	2452.		3.49	0.00		11.63	6.85		27.91	36.99		56.98	56.16
Grade 7		2505.	2489.		6.90	4.95		17.24	12.87		39.08	35.64		36.78	46.53
Grade 8		2508.	2484.		4.65	1.94		15.12	18.45		26.74	23.30		53.49	56.31
Grade 11		2551.	2550.		8.89	7.84		20.00	17.65		26.67	23.53		44.44	50.98
All Grades	N/A	N/A	N/A		5.59	3.35		15.46	14.02		30.59	30.18		48.36	52.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		3.49	1.37		23.26	26.03		73.26	72.60
Grade 7		11.49	7.92		43.68	32.67		44.83	59.41
Grade 8		4.65	3.88		41.86	33.01		53.49	63.11
Grade 11		20.00	17.65		17.78	21.57		62.22	60.78
All Grades		8.55	6.71		33.55	29.57		57.89	63.72

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		4.65	2.74		38.37	43.84		56.98	53.42
Grade 7		6.90	5.94		56.32	41.58		36.78	52.48
Grade 8		6.98	5.83		59.30	38.83		33.72	55.34
Grade 11		13.33	13.73		46.67	49.02		40.00	37.25
All Grades		7.24	6.40		50.66	42.38		42.11	51.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		3.49	2.74		36.05	39.73		60.47	57.53
Grade 7		11.49	5.94		59.77	66.34		28.74	27.72
Grade 8		10.47	3.88		50.00	51.46		39.53	44.66
Grade 11		17.78	11.76		48.89	50.98		33.33	37.25
All Grades		9.87	5.49		48.68	53.35		41.45	41.16

Conclusions based on this data:

1. There has been a slight decline in percentages of Above & At/Near for all grades from 2017-2019 except for the topic Communicating Reasoning.
2. 6th & 11th grade showed a slight increase in students who scored At/Near for all topics from 2017-2019.
3. There is a decline in 6th grade Math proficiency from 15% to 6.85%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	5
Grade 7	*	*	*	*	*	*	*	6
Grade 8	*	*	*	*	*	*	*	4
Grade 9	*	*	*	*	*	*	*	8
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							22	25

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7		*	*	*	*	*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	20.00	*	32.00	*	28.00	*	20.00	22	25

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*		*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	63.64	44.00	*	32.00	*	8.00	*	16.00	22	25

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

6		*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	16.00	*	40.00	*	44.00	22	25

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	
All Grades	*	8.00	54.55	56.00	*	36.00	22	25	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	90.91	80.00	*	4.00	*	16.00	22	25	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	
All Grades	*	0.00	54.55	36.00	*	64.00	22	25	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	4.00	90.91	84.00	*	12.00	22	25	

Conclusions based on this data:

1. The largest percent of students scored a Level 3 Overall Language proficiency in 2018-19.
2. Students score highest in the well-developed category for the Speaking domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
510	72.2	5.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.3
Homeless	13	2.5
Socioeconomically Disadvantaged	368	72.2
Students with Disabilities	57	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	218	42.7
Asian	4	0.8
Filipino	3	0.6
Hispanic	263	51.6
Two or More Races	13	2.5
Pacific Islander	2	0.4
White	7	1.4

Conclusions based on this data:

1. 94% of the students are African American or of Hispanic descent.
2. There are almost twice as many Students with Disabilities than English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Blue	Suspension Rate  Blue
Mathematics  Orange	Chronic Absenteeism  Orange	
College/Career  Green		

Conclusions based on this data:

1. Our highest scoring categories are in graduation rates, suspension rates, and college/career readiness.
2. Academic performance for both ELA and Math is in the orange.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 40.6 points below standard Declined Significantly -21.2 points 322	<p>English Learners</p>  Red 87.6 points below standard Declined Significantly -33.9 points 42	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 31.9 points below standard Declined -5.4 points 14	<p>Socioeconomically Disadvantaged</p>  Orange 37.4 points below standard Declined Significantly -16 points 264	<p>Students with Disabilities</p>  No Performance Color 139.3 points below standard Declined Significantly -70.4 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 47.6 points below standard Declined Significantly -16.6 points 154	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.1 points below standard Declined Significantly -28.5 points 154	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
143.3 points below standard Declined Significantly -77.3 points 17	49.8 points below standard Declined -3.9 points 25	43.9 points below standard Declined -14.6 points 220

Conclusions based on this data:

1. Out of student groups, SWD & English Learners scored the most points below standard.
2. Students with Disabilities showed the most significant decline from the year prior with -70.4 points.
3. Reclassified English Learners and English Only students scored about the same number of points below standard.

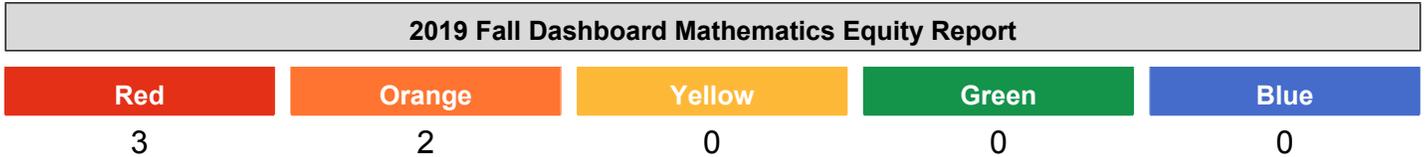
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 89.6 points below standard Declined -13.8 points 322	<p>English Learners</p>  Red 129.5 points below standard Declined Significantly -41.6 points 42	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 86 points below standard Maintained ++0.4 points 14	<p>Socioeconomically Disadvantaged</p>  Orange 87.1 points below standard Declined -9.1 points 264	<p>Students with Disabilities</p>  Red 184.4 points below standard Declined Significantly -124.4 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 99.8 points below standard Declined Significantly -18.9 points 154	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 81 points below standard Declined -11.9 points 154	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
171.6 points below standard Declined Significantly -95.8 points 17	100.8 points below standard Declined -5.3 points 25	90.8 points below standard Declined -10.7 points 220

Conclusions based on this data:

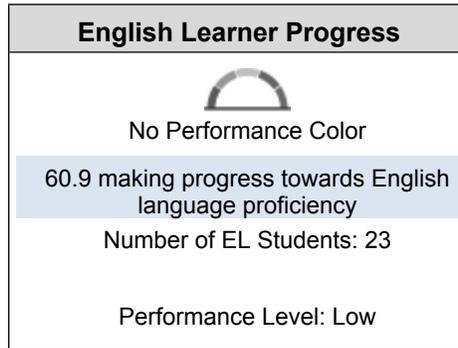
1. Students with Disabilities scored more points below standard than other student groups.
2. There is a larger decline in African American student performance than Hispanic student student performance.
3. Both EL Students and SWD are in the red with over 129 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.7	17.3		60.8

Conclusions based on this data:

1. More than half of EL students progressed at least one ELPI level.
2. A larger percentage of students decreased one ELPI level than those who maintained lower ELPI levels.

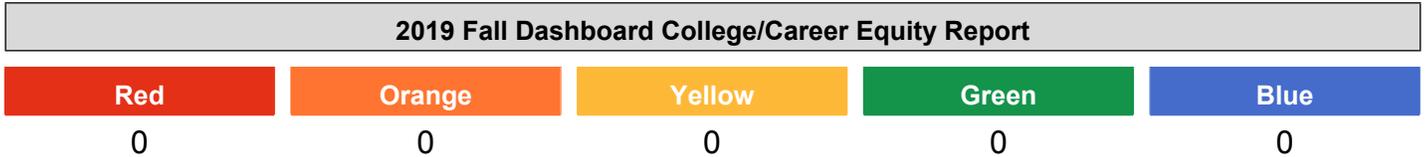
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>56.3</p> <p>Increased +8.5</p> <p>48</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
47.7 Prepared	47.7 Prepared	56.3 Prepared
36.4 Approaching Prepared	36.4 Approaching Prepared	33.3 Approaching Prepared
15.9 Not Prepared	15.9 Not Prepared	10.4 Not Prepared

Conclusions based on this data:

1. A larger number of students were Prepared in 2019 than in 2017 & 2018.
2. There was an 8.5 percent increase in high school graduates placed on the Prepared level.

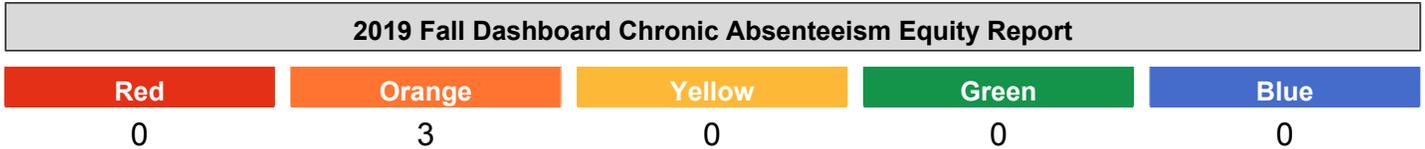
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 7.2 Increased +1 291	<p>English Learners</p>  No Performance Color 5.6 Increased +5.6 18	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color 12.5 Increased +4.2 16	<p>Socioeconomically Disadvantaged</p>  Orange 8.4 Increased +1.6 238	<p>Students with Disabilities</p>  No Performance Color 3.1 Declined -9.9 32

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.8 Increased +0.7 148	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7 Increased +1.4 128	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. The homeless student group shows the highest percentage of student absenteeism.
2. There was a greater increase in Hispanic student absenteeism than African American.
3. The number of student absenteeism for Students with Disabilities declined by -9.9.

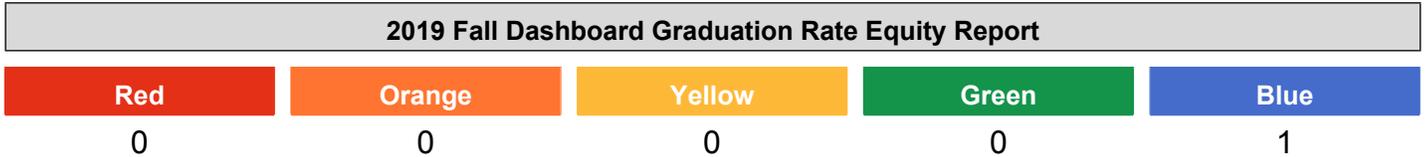
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>95.9</p> <p>Maintained +0.5</p> <p>49</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>95.7</p> <p>Maintained +0.3</p> <p>47</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 94.4 Increased +1.1 18	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 96.6 Maintained +0.1 29	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
95.5	95.9

Conclusions based on this data:

- Hispanic students had a higher graduation percentage rate by 2.2%.
- The graduation rate increased by 0.4% from 2018 to 2019.

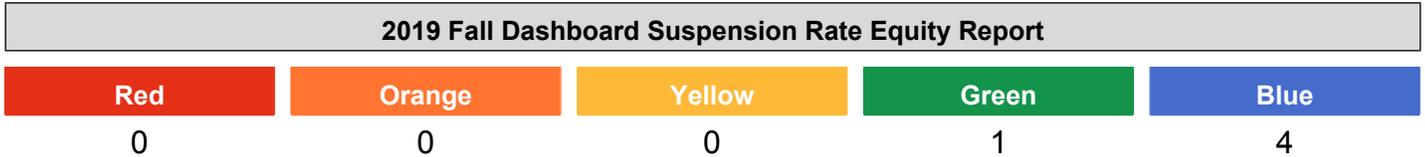
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 1.3 Declined Significantly -2.9 526	<p>English Learners</p>  Blue 0 Declined -3.2 32	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color 0 Declined -9.5 26	<p>Socioeconomically Disadvantaged</p>  Blue 1.2 Declined Significantly -3.7 425	<p>Students with Disabilities</p>  Green 1.7 Declined -9.9 60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 1.3 Declined Significantly -4.3 227	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.7 Declined Significantly -2.1 270	 No Performance Color 7.7 Increased +7.7 13	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 7

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	1.3

Conclusions based on this data:

1. The percent of students suspended decreased by 2.9% from 2018 to 2019.
2. A large, significant decline in suspensions was shown for African American student groups.
3. There was around a -9.5 decline in student suspension for Homeless and Student with Disabilities groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 2	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 94.8%	2020-21: 95.0%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$12,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: Title 1 (Books and Supplies): \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I
4000-4999: Books And Supplies
Instructional materials and supplies

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1

Action 1 - MPS Human Resources team conducts credential reviews. All teacher credentials were checked to place them in aligned subject course assignments. HR & Principal checked on

credentials and placed teachers in necessary programs - ie. BTSA, CLAD. All teachers are approved by LACOE credentialing requirements as some teachers have received extensions.

Action 2 - All students who had technology needs were provided chromebooks and hotspots. IT manager provides teacher & student troubleshooting when necessary. Teachers are implementing standards-aligned, online curriculums and instructional materials that are accessible to all students.

Action 3 - Facility inspections are conducted regularly to ensure for compliance and a safe learning environment. Custodial staff performs general cleaning, however custodial service provided by co-located LAUSD staff needs to be improved. Annual comprehensive school safety & security plan developed. Safety training conducted for all staff to respond to emergency situations with proper protocol. Supervision staff (and rotating teachers) were assigned clear monitoring areas for students in non-classroom areas - esp during passing periods, lunch, and after school.

Action 4 - Nutritious food provided to interested students during nutrition and lunch periods. Meals continued to be accessible to all students/families during distance learning with a parent grab & go drive thru system.

Action 5 - Home Office provides training specific to Principals, Deans of Academics, and Deans of Students. Frequent, detailed guidance is provided regarding Covid safety measures that need to be prepared. Financial services are provided to assist principal with maintaining a well-balanced budget. Math and English Program Coordinators hold monthly trainings with teachers regarding IAB administration and data analysis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences in budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1

Action 3 - MSA-3 will purchase additional PPE equipment to ensure a safe learning environment - ie. hand sanitizers, air purifiers, teacher & student barriers

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 76%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 41.1	2020-21: 45.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 35.67% English Learners: 5.88% Socioeconomically Disadvantaged: 39.75% Students with Disabilities: 5.88% African American: 31.65% Hispanic: 39.74%	2020-21: All Students: 36.0% English Learners: 8.0% Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 8.0% African American: ???% Hispanic: 40.0%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 40.6 points below standard English Learners: 87.6 points below standard Socioeconomically Disadvantaged: 37.4 points below standard Students with Disabilities: 139.3 points below standard Homeless: 31.9 points below standard African American: 47.6 points below standard Hispanic: 34.1 points below standard	2020-21: All Students: 37.6 points below standard English Learners: 82.0 points below standard Socioeconomically Disadvantaged: 34.4 points below standard Students with Disabilities: 130.0 points below standard Homeless: 28.9 points below standard African American: 44.6 points below standard Hispanic: 31.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 50.6% English Learners: --	2020-21: All Students: 53.0% English Learners: 53.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Socioeconomically Disadvantaged: 50.8% Students with Disabilities: 46.7% African American: 48.3% Hispanic: 52.7%	Socioeconomically Disadvantaged: 53.0% Students with Disabilities: 50.0% African American: 49.0% Hispanic: 53.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 17.37% English Learners: 0.00% Socioeconomically Disadvantaged: 18.82% Students with Disabilities: 0.00% African American: 12.03% Hispanic: 21.16%	2020-21: All Students: 20.0% English Learners: 10.0% Socioeconomically Disadvantaged: 20.0% Students with Disabilities: 10.0% African American: 15.0% Hispanic: 22.0%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 89.6 points below standard English Learners: 129.5 points below standard Socioeconomically Disadvantaged: 87.1 points below standard Students with Disabilities: 184.4 points below standard Homeless: 86.0 points below standard African American: 99.8 points below standard Hispanic: 81.0 points below standard	2020-21: All Students: 86.6 points below standard English Learners: 125.0 points below standard Socioeconomically Disadvantaged: 84.0 points below standard Students with Disabilities: 155.0 points below standard Homeless: 83.0 points below standard African American: 96.8 points below standard Hispanic: 78.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 57.8% English Learners: 47.6% Socioeconomically Disadvantaged: 57.5% Students with Disabilities: 41.2% African American: 56.0% Hispanic: 58.1%	2020-21: All Students: 56.0% English Learners: 56.0% Socioeconomically Disadvantaged: 56.0% Students with Disabilities: 56.0% African American: 56.0% Hispanic: 58.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL)	2018-19: 60.9%	2020-21: 62.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 11.1%	2020-21: 13.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 10.05% English Learners: -- Socioeconomically Disadvantaged: 12.69% Students with Disabilities: 0.00% African American: 10.53% Hispanic: 8.25%	2020-21: All Students: 12.0% English Learners: -- Socioeconomically Disadvantaged: 13.0% Students with Disabilities: 5.0% African American: 13.0% Hispanic: 13.0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware, ALEKS course fees.

The following expenditures will be funded by the federal funds: Resource: Title I, Part A (3010); Object: 4340; Amount: \$8,611

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,611

Source(s)

Title I
4000-4999: Books And Supplies
Odysseyware, Aleks

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$14,482.50

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,482.50

Source(s)

Title II Part A: Improving Teacher Quality

5000-5999: Services And Other Operating Expenditures
Professional development, tuition reimbursement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize 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.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (myON, BrainPOP, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$52,000
- Title-I coordinators benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$14,742
- Teacher & Admin stipends for Saturday school: Title I, Part A (3010); Object: 1100; Amount: \$16,000
- myON supplemental program fees: Title I, Part A (3010); Object: 4340; Amount: \$13,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I

	1000-1999: Certificated Personnel Salaries Teacher stipends for after school tutoring
52,000	Title I 2000-2999: Classified Personnel Salaries Title I Coordinator salary
14,742	Title I 3000-3999: Employee Benefits Title I Coordinator benefits
16,000	Title I 1000-1999: Certificated Personnel Salaries Teacher/admin stipends for Saturday school
13,000	Title I 4000-4999: Books And Supplies myON supplemental program fees

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and integrated ELD programs:

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

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds:

- Two EL coordinators' stipends: Resource: Title I, Part A (3010); Object: 1100; Amount: \$10,000
- Two EL coordinators' benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$19,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I None Specified Two EL coordinators' stipends
19,000	Title I None Specified Two EL coordinators' benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$17,334

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2

Action 1: MSA-3 continued to provide high quality instruction even during distance learning measures with standards-aligned curriculums. Teachers made themselves accessible with weekly tutoring and office hours held via zoom.

Action 2: Home office provided Professional Development support - EL director presented resources, ELA & Math Instructional coaches supported IAB administration, Symposiums focused on UDL curriculum development. Staff were given grade-level and department meeting times to encourage collaboration and streamlined strategies. Informal observations were conducted by administration as well as teacher peers to allow for feedback aligned to high-quality education standards.

Action 3: Tier 1, 2 & 3 interventions provided. Middle school students were placed in power english and math classes based on SBAC & MAP NWEA results to receive additional intervention and support of material. Deans of Academics closely monitored students with high-fails and held student success plan, goal-setting meetings with students & parents.

Action 4: StudySync McGrawhill curriculum, used by all ELA teachers, provides curriculum with integrated EL supports. EL Coordinator provided resources & strategies with teachers quarterly in staff Professional Development meetings - ELD instructional strategies outlined in CHATS framework. Level 1 & 2 students were placed in designated ELD advisory periods and utilized language development programs like Rosetta Stone. 11% of EL students were reclassified.

Action 5: Student services and supports listed in IEPs continued to be met during distance learning model - Special Education staff had extended learning center hours as well as additional push-in support for sync & async sessions. Staff made weekly calls to check-in with parents on student progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to Covid, the intended budget for Saturday School was not all spent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 2

Action 1: AP Studio Art, Life Skills, and Ethnic Studies electives added as course options.

Action 2: Additional professional development will be provided that is focused on best practices & resources teachers can utilize to engage students during distance learning.

Action 3: Title I Coordinator added to address student intervention needs based on SBAC & MAP NWEA results. Students identified for targeted after school small groups and Saturday School intervention supports.

Action 4: EL Coordinator added to assist with designated ELD courses and increase EL resources. Informal teacher observations conducted by EL Coordinators to monitor student progress and provide integrated ELD instructional strategies to teachers. Bilingual instructional assistant asked to provide primary language after school tutoring support.

Action 5: School psychologist added to provide necessary services.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 56.3%	2020-21: 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.98%	2020-21: 51.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 25.49%	2020-21: 26.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 10.1%	2020-21: 20.0%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 32.6%	2020-21: 34.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 1.9%	2020-21: 3.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 63.0%	2020-21: 70.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 5.6%	2020-21: 8.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 18.5%	2020-21: 20.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 38.9%	2020-21: 40.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 89.0%	2020-21: 100%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 63.0%	2020-21: 100%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%	Class of 2019: 65.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 3.0%	2020-21: 6.0%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds:

- College counselor salary (partial): Resource: Title IV, Part A (4127); Object: 1100; Amount: \$11,736

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

11,736

Title IV Part A: Student Support and Academic Enrichment
1000-1999: Certificated Personnel Salaries
College Counselor salary (partial)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. 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.

Expenditures associated with this action include the following: Mystery Science program fees (ADD HERE OTHER EXPENDITURES)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before

lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 3

Action 1: 100% graduation rate with the support of College Counselors. Student transcripts reviewed to ensure credit recovery needs are met. Senior advisories dedicated to college readiness material and SAT test prep elective offered. College Counselors promoted a strong college-going culture with college visits and parent workshops for college applications, financial aid applications, & scholarship resources. 25% jump in AP passing rate from prior year.

Action 2: Due to Covid, the STEAM expo was cancelled, however all students were provided lessons focused on engineering design, technology, and applications of science subject matter. AP Computer Science Principles class taken by all 11th grade students with an added option for an Introduction to Engineering elective. GATE testing was administered and advanced math tracks offered to eligible students.

Action 3: High pass rate on AP Computer Science Principles exam - 66%. Teachers participated in Professional Development on Google Classroom strategies in order to utilize that platform as the main classwork resources & assignment hub. Go Guardian internet security program was utilized to monitor student chromebook usage. Digital etiquette training provided to students at the start of distance learning model.

Action 4: CIF sports teams offered to students for participation after school. PE teacher continued to provide exercises via zoom when in distance learning.

Action 5: Elective courses provided relating to the arts and other well-rounded education - film history, graphic arts & digital arts, introduction to engineering, history in film, Spanish. After school program staff provided clubs and enrichment related to digital media, home education, and sports.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended budget toward field trips was not fully used due to covid.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 3

Action 5: AP Studio Arts class was added to our AP course listing - adjusted elective teacher schedule to offer this additional arts option. Also added computer programming for middle school students and additional electives for high school students: life skills and ethnic studies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 1	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 1	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 18.3%	2020-21: 18.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 95.30%	2020-21: 95.50%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 9.9%	2020-21: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 100.0%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 1.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 93.7% Families: 61/7% Staff: 97.8%	2020-21: Students: 95.0% Families: 65.0% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 54% Families: 84% Staff: 65%	2020-21: Students: 56% Families: 85% Staff: 75%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$12,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

Title I
1000-1999: Certificated Personnel Salaries
Home visits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional services for homeless students: Resource: Title I, Part A (3010); Object: 4390; Amount: \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

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

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 4

Action 1: PTF, SSC, and ELAC meetings held regularly (until covid restrictions) to inform parents about key school decisions and provide opportunities to receive input/feedback and hear parent concerns. Parent college was not held due to low-enrollment.

Action 2: Student/Parent Back-to-School Night, Orientation, and Parent-Teacher Conferences held to promote parental participation. Parents provided Illuminate access for accessibility with course assignments, grades and attendance. Administration and grade-level meetings held for students with high numbers of fails on progress reports. Teachers conducted home visits to build parent relationships. Parent Square portal utilized as communication hub for announcements, newsletters, and meetings.

Action 3: Deans of Students and Discipline coordinators actively managed student discipline and coordinated necessary tier 3 interventions, which included Character Education programs. Clear behavior expectations matrix developed in line with PBIS. Monthly assemblies held to celebrate student culture and achievement. Suspension rates decreased from the year prior.

Action 4: Panorama surveys conducted by all stakeholders to receive crucial feedback. Survey results analyzed by staff and administration to inform greatest needs and action steps for improvement.

Action 5: Enrollment campaigns were held at community fairs to showcase the school to local officials. Community support provided for presentations as career & college representatives.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Home visit intended funds were not all utilized.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 4

Action 3: During Covid remote learning, two front Office Clerk positions were cut and Discipline Coordinators were directed to front office tasks.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$188,571.50
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,571.50

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$150,353.00
Title II Part A: Improving Teacher Quality	\$26,482.50
Title IV Part A: Student Support and Academic Enrichment	\$11,736.00

Subtotal of additional federal funds included for this school: \$188,571.50

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$188,571.50

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	150,353.00
Title II Part A: Improving Teacher Quality	26,482.50
Title IV Part A: Student Support and Academic Enrichment	11,736.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	41,736.00
2000-2999: Classified Personnel Salaries	52,000.00
3000-3999: Employee Benefits	14,742.00
4000-4999: Books And Supplies	24,611.00
5000-5999: Services And Other Operating Expenditures	26,482.50
None Specified	29,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	30,000.00
2000-2999: Classified Personnel Salaries	Title I	52,000.00
3000-3999: Employee Benefits	Title I	14,742.00
4000-4999: Books And Supplies	Title I	24,611.00
None Specified	Title I	29,000.00

5000-5999: Services And Other Operating Expenditures

1000-1999: Certificated Personnel Salaries

Title II Part A: Improving Teacher Quality

Title IV Part A: Student Support and Academic Enrichment

26,482.50

11,736.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,000.00
Goal 2	149,835.50
Goal 3	11,736.00
Goal 4	12,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Zekeriya Ocel	Principal
Jorge Gonzalez	Classroom Teacher
Angela Smith	Classroom Teacher
Patricia Towey	Classroom Teacher
Mia Murray	Other School Staff
Jacob Ramirez	Secondary Student
Elani Dotson	Secondary Student
Lenae King	Parent or Community Member
Sandra Andrews	Parent or Community Member
Imelda Altamirano	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name


Nicole Vasquez (Nov 18, 2020 19:13 PST)

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 18, 2020.

Attested:


Zekeriya Ocel (Nov 18, 2020 20:29 PST)

Principal, Zekeriya Ocel on Nov 18, 2020


Jacob Ramirez (Nov 18, 2020 19:47 PST)

SSC Chairperson, Jacob Ramirez on Nov 18, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

SPSA - unsigned

Final Audit Report

2020-11-19

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 4	19-64733-0117622	December 3, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-4 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 28
- Resource Inequities 28
- School and Student Performance Data 29
 - Student Enrollment..... 29
 - CAASPP Results..... 31
 - ELPAC Results 35
 - Student Population 38
 - Overall Performance 39
 - Academic Performance 40
 - Academic Engagement 47
 - Conditions & Climate..... 51
- Goals, Strategies, & Proposed Expenditures..... 53
 - Goal 1..... 53
 - Goal 2..... 59
 - Goal 3..... 68
 - Goal 4..... 75
- Budget Summary 82
 - Budget Summary 82
 - Other Federal, State, and Local Funds 82
- Budgeted Funds and Expenditures in this Plan 83
 - Funds Budgeted to the School by Funding Source..... 83
 - Expenditures by Funding Source 83
 - Expenditures by Budget Reference 83
 - Expenditures by Budget Reference and Funding Source 83
 - Expenditures by Goal..... 84
- School Site Council Membership 85
- Recommendations and Assurances 86
- Instructions..... 87

Instructions: Linked Table of Contents.....87
Purpose and Description.....88
Stakeholder Involvement.....88
Resource Inequities88
Goals, Strategies, Expenditures, & Annual Review89
Annual Review90
Budget Summary91
Appendix A: Plan Requirements93
Appendix B:.....96
Appendix C: Select State and Federal Programs98

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Our students showed an increase in our overall satisfaction rate. Many students are happy with the support that they received from teachers and the admin team. The student survey data also has shown that most of the students were satisfied with small school and classroom sizes. On the other hand, students raised concerns about poor quality instruction and classroom management. Students expect the school to organize more field trips and after school activities.

The parent satisfaction rate slightly increased by 3 percentage points. In general, parents are happy with the support that their children receive from MSA 4. Most of the parents commented positively about the effective communication made by the teachers and administration. The parents are also satisfied with the healthy and positive school environment. Some parents suggested modifying the parent activity times in order to increase participation in parent related organizations.

There was a 5 percent decline in teacher satisfaction rate. The common thread in what was liked least is our students' behavior and administrative process with poor student behavior. However, they still like the family feel and they are committed to our students' success. The teachers commented positively about the support they receive from the admin team. Some teachers stated that their voice is being heard in the decision-making process.

MSA-4 has observed an increase in the area of our overall approval rating with all stakeholder groups. MSA -4 started the 2019-2020 school year with a significant change in its administration and teacher staff. This new team collectively implemented new school-wide policies to improve both academic and social-emotional outcomes for our students. We periodically assessed our current practices during parent, admin and staff meetings. MSA-4 Team diligently modified the practices depending on the criticism and suggestions that were gathered during these meetings. We also worked collaboratively with the home office support team to adjust our academic and discipline policies to support our students academically and behaviorally. We follow the current developments in MTSS and implement new strategies that are suitable for our school environment.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

- Teachers understand and organize the subject matter for student learning.
- Teachers plan instruction and design learning experiences for all students.
- Teachers implement effective teaching strategies that engage students in learning.
- Teachers create physical or virtual learning environments that promote student learning, reflect the diversity, and encourage constructive and productive interactions among students.
- Teachers regularly use knowledge of students' skills, knowledge, needs, interests, language proficiencies, cultural backgrounds, and individual development to plan instruction according to their learning needs. Teachers plan carefully so that instruction incorporates

appropriate strategies to meet all learning needs, styles, and interests, and all students have equal access to the curriculum.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-4 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-4 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-4 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-4 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-4 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-4, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-4 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-4 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-4 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-4 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-4 also monitors and evaluates teachers for their performance.

MSA-4 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-4 provides all staff with multiple opportunities to grow professionally. MSA-4 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-4 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-4 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-4 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-4 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-4 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-4 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-4 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-4 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-4 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-4, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-4's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-4 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-4 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-4's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-4 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-4 provides culturally and linguistically relevant materials for students. MSA-4 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-4 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-4 will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-4 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-4 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-4 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-4 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-4 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-4's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-4 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-4 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-4 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-4 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-4 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-4 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-4 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-4 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and

Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-4's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-4's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-4 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-4 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: Providing eligible students with a well-rounded education, Instructional supports, and Improving overall school quality.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-4 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings: October 1, 2020, November 5, 2020, and December 3, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	18.18%	17.6%	17.56%	31	32	23
Asian	0.57%	0.6%	0.76%	1	1	1
Filipino	%	%	0%			0
Hispanic/Latino	76.14%	77.3%	80.15%	138	134	105
Pacific Islander	%	%	0%			0
White	5.11%	4.5%	1.53%	8	9	2
Multiple/No Response	%	%	0%			0
Total Enrollment				176	176	131

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	3	12	10
Grade 7	19	10	14
Grade 8	24	19	9
Grade 9	34	36	28
Grade 10	27	32	27
Grade 11	44	24	24
Grade 12	25	43	19
Total Enrollment	176	176	131

Conclusions based on this data:

1. There is a significant decline in the enrollment from 2018-19 school year to 2019-2020 school year.
2. There is an increase in the Latino/Hispanic student population.
3. African American student population stayed the same over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	18	16	13	10.2%	9.1	9.9%
Fluent English Proficient (FEP)	84	90	70	47.7%	51.1	53.4%
Reclassified Fluent English Proficient (RFEP)	5	5	0	25.0%	27.8	0.0%

Conclusions based on this data:

1. There is a slight decline in the number of English learners in the past three years due to the number of students reclassified during the 17-18 and 18-19 school years.
2. Data reveals a significant decline in the percentage of students who are Reclassified Fluent English Proficient for the 19-20 school year as it is compared with the previous two school years.
3. 83% of our student population first language is not English.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15	*	12	15	*	12	15	*	12	100	*	100
Grade 7	25	22	7	24	22	7	24	22	7	96	100	100
Grade 8	28	25	19	28	25	19	28	25	19	100	100	100
Grade 11	25	44	21	23	44	21	23	44	21	92	100	100
All	93	96	59	90	95	59	90	95	59	96.8	99	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2459.	*	2457.	6.67	*	0.00	13.33	*	16.67	33.33	*	33.33	46.67	*	50.00
Grade 7	2475.	2495.	*	0.00	0.00	*	16.67	13.64	*	20.83	50.00	*	62.50	36.36	*
Grade 8	2544.	2489.	2503.	3.57	4.00	5.26	32.14	12.00	26.32	50.00	24.00	26.32	14.29	60.00	42.11
Grade 11	2584.	2585.	2551.	17.39	18.18	4.76	30.43	36.36	28.57	39.13	34.09	38.10	13.04	11.36	28.57
All Grades	N/A	N/A	N/A	6.67	9.47	3.39	24.44	23.16	23.73	36.67	34.74	33.90	32.22	32.63	38.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.00	*	0.00	20.00	*	50.00	60.00	*	50.00
Grade 7	12.50	13.64	*	20.83	27.27	*	66.67	59.09	*
Grade 8	7.14	12.00	5.26	57.14	24.00	52.63	35.71	64.00	42.11
Grade 11	26.09	25.00	4.76	47.83	54.55	52.38	26.09	20.45	42.86
All Grades	15.56	17.89	5.08	38.89	38.95	47.46	45.56	43.16	47.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.67	*	0.00	40.00	*	41.67	53.33	*	58.33
Grade 7	4.17	9.09	*	37.50	59.09	*	58.33	31.82	*
Grade 8	10.71	8.00	21.05	64.29	24.00	36.84	25.00	68.00	42.11
Grade 11	17.39	25.00	14.29	52.17	63.64	57.14	30.43	11.36	28.57
All Grades	10.00	15.79	11.86	50.00	50.53	47.46	40.00	33.68	40.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.67	*	8.33	60.00	*	50.00	33.33	*	41.67
Grade 7	4.17	4.55	*	58.33	50.00	*	37.50	45.45	*
Grade 8	3.57	8.00	0.00	82.14	68.00	68.42	14.29	24.00	31.58
Grade 11	21.74	18.18	4.76	73.91	77.27	80.95	4.35	4.55	14.29
All Grades	8.89	11.58	3.39	70.00	68.42	64.41	21.11	20.00	32.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.00	*	16.67	26.67	*	50.00	53.33	*	33.33
Grade 7	12.50	9.09	*	37.50	59.09	*	50.00	31.82	*
Grade 8	10.71	12.00	5.26	64.29	40.00	57.89	25.00	48.00	36.84
Grade 11	34.78	27.27	14.29	43.48	56.82	57.14	21.74	15.91	28.57
All Grades	18.89	17.89	10.17	45.56	53.68	54.24	35.56	28.42	35.59

Conclusions based on this data:

1. CAASPP results show that in the area of English Language Arts, 38.98% of tested students did not meet the standard, 33.90% of tested students nearly met the standard and 27.12% metro exceeded the standard.
2. Approximately 73% of all students tested did not meet the standard, showing deficiencies in areas of reading, writing, listening, research, and inquiry.
3. Data will be used to build and implement a reading intervention program that targets areas noted, as well as provide staff professional development in targeted areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15	*	12	15	*	12	15	*	12	100		100
Grade 7	25	22	7	25	22	7	25	22	7	100	100	100
Grade 8	28	25	19	28	25	19	28	25	19	100	100	100
Grade 11	25	44	21	25	44	21	25	44	21	100	100	100
All	93	96	59	93	95	59	93	95	59	100	99	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2429.	*	2418.	0.00	*	0.00	20.00	*	8.33	20.00	*	16.67	60.00	*	75.00
Grade 7	2454.	2482.	*	4.00	4.55	*	8.00	9.09	*	20.00	45.45	*	68.00	40.91	*
Grade 8	2486.	2451.	2467.	3.57	0.00	0.00	21.43	4.00	5.26	14.29	28.00	36.84	60.71	68.00	57.89
Grade 11	2504.	2514.	2481.	0.00	4.55	0.00	12.00	4.55	9.52	24.00	25.00	19.05	64.00	65.91	71.43
All Grades	N/A	N/A	N/A	2.15	3.16	1.69	15.05	5.26	6.78	19.35	30.53	22.03	63.44	61.05	69.49

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	0.00	*	0.00	33.33	*	8.33	66.67	*	91.67	
Grade 7	4.00	4.55	*	12.00	45.45	*	84.00	50.00	*	
Grade 8	7.14	0.00	0.00	28.57	16.00	21.05	64.29	84.00	78.95	
Grade 11	4.00	4.55	4.76	20.00	22.73	14.29	76.00	72.73	80.95	
All Grades	4.30	3.16	3.39	22.58	26.32	13.56	73.12	70.53	83.05	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	0.00	*	0.00	26.67	*	25.00	73.33	*	75.00
Grade 7	8.00	4.55	*	28.00	45.45	*	64.00	50.00	*
Grade 8	14.29	0.00	5.26	17.86	48.00	36.84	67.86	52.00	57.89
Grade 11	4.00	4.55	4.76	24.00	31.82	33.33	72.00	63.64	61.90
All Grades	7.53	3.16	5.08	23.66	38.95	28.81	68.82	57.89	66.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	0.00	*	0.00	33.33	*	25.00	66.67	*	75.00
Grade 7	4.00	4.55	*	48.00	50.00	*	48.00	45.45	*
Grade 8	10.71	0.00	0.00	42.86	36.00	52.63	46.43	64.00	47.37
Grade 11	4.00	4.55	4.76	48.00	54.55	38.10	48.00	40.91	57.14
All Grades	5.38	3.16	1.69	44.09	47.37	40.68	50.54	49.47	57.63

Conclusions based on this data:

1. CAASPP Math assessment results are poor with only 8.47% of the students meeting or exceeding standards in the 18-19 school year.
2. The greatest area of need, according to the percentage of students below standard, is in applying mathematical concepts and procedures.
3. We will continue to run our Extended Learning Saturday Program to close the learning loss. Data will be used to build and implement a math intervention program that targets areas noted, as well as provide staff professional development in targeted areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	8	18	14

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	35.71	*	35.71	*	28.57	18	14

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*		*	*	*
9	*	*	*	*	*	*		*	*	*
10	*	*	*	*	*	*		*	*	*
11	*	*	*	*	*	*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	14.29	*	35.71	*	35.71		14.29	18	14

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		*	*	*		*	*	*	*	*
7		*		*	*	*	*	*	*	*
9	*	*		*	*	*	*	*	*	*
12	*	*		*	*	*		*	*	*
All Grades	*	7.14	*	0.00	*	71.43	*	21.43	18	14

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	0.00	*	57.14	*	42.86	18	14	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	94.44	50.00	*	35.71		14.29	18	14	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	7.14	*	42.86	61.11	50.00	18	14	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	14.29	61.11	71.43	*	14.29	18	14

Conclusions based on this data:

1. 35.71% of all English learners in all grades are a level 3 overall in English language development. As to be expected, students scored highest in the listening and speaking categories.
2. Looking deeper into student achievement on the ELPAC, Oral Language is stronger than Written Language with 50.00% of all students scoring a level 3 or 4 in Oral Language compared to 7.14% of all students scoring a level 3 or 4 in Written Language.
3. Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 7.14% of all students scoring "well developed," 42.86% of all students scoring "somewhat/moderately developed," and 50.00% of all students scoring at the "beginning" level.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
176	75.6	9.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	9.1
Homeless	3	1.7
Socioeconomically Disadvantaged	133	75.6
Students with Disabilities	41	23.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	17.6
Asian	1	0.6
Hispanic	136	77.3
White	8	4.5

Conclusions based on this data:

1. Based on the 2018-2019 enrollment data, about 75.6% of the students are eligible to receive services funded by the Title 1 Part A.
2. The student population identified as socioeconomically disadvantaged increased in 2019-2020.
3. Our student population has declined slightly over time, but the percentage of students in each category has stayed about the same.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  No Performance Color	Suspension Rate  Red
Mathematics  Red	Chronic Absenteeism  Yellow	
College/Career  No Performance Color		

Conclusions based on this data:

1. Performance areas that need improvement are Mathematics and suspension rate as they are indicated as Red on 2019 Fall Dashboard Overall Performance for All Students.
2. We need to address Chronic Absenteeism and increase student attendance. This will result in positive academic movement for this student population.
3. Continue to educate students on rules, expectations, and methods to handle conflict to reduce suspension rate.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>57.2 points below standard</p> <p>Declined Significantly -26.9 points</p> <p>57</p>	<p>English Learners</p> <p>No Performance Color</p> <p>114.4 points below standard</p> <p>Declined Significantly -32.7 points</p> <p>17</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.3 points below standard</p> <p>Declined Significantly -21.1 points</p> <p>53</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>98.6 points below standard</p> <p>Increased ++5.4 points</p> <p>16</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 38.7 points below standard Declined -10.7 points 11	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63 points below standard Declined Significantly -24.7 points 45	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 8	44.2 points below standard Declined -14.4 points 22

Conclusions based on this data:

1. There are only performance areas that MSA-4 received color on 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group.
2. Overall, based on 2019 CAASPP ELA results all MSA-4 students scored 57.2 points below standard which means that ELA scores have declined 26.9 points as compared with the previous year's test results.
3. This decline placed MSA-4 in Orange color category.

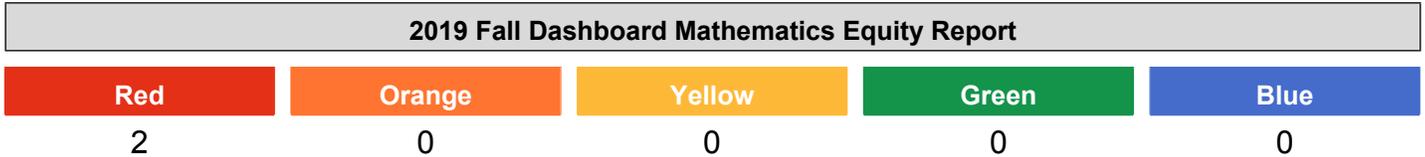
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>133.7 points below standard</p> <p>Declined Significantly -21.1 points</p> <p>57</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>170.1 points below standard</p> <p>Declined Significantly -31.3 points</p> <p>17</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>128.2 points below standard</p> <p>Declined -6.8 points</p> <p>53</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>184.8 points below standard</p> <p>Declined Significantly -19.6 points</p> <p>16</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 139.7 points below standard Declined Significantly -55.2 points 11			
Hispanic	Two or More Races	Pacific Islander	White
 Red 133.6 points below standard Declined -5.4 points 45			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 8	140.5 points below standard Declined Significantly -31.5 points 22

Conclusions based on this data:

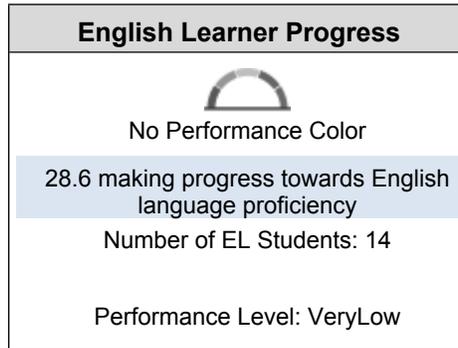
1. Overall our students scores declined in the area of mathematics.
2. Only a few of our students scored at standard met or exceeded, there is growth to be seen.
3. Hispanic:133.7 below standard Hispanic declined 5.4 points; Socioeconomically disadvantaged :128.2 below standard which is a decline of 6.8 point; English Learners 170.1 points below standard which is a decline of 31.3 point.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2	57.1		28.5

Conclusions based on this data:

- 35% of our EL students scored at level 3, while 65% of our EL students scored in the lower levels (level 1 and Level 2)
- The majority of our EL students are identified as moderately developed.
- Focus is to reclassify the majority of our level 4 students (well developed language acquisition) during this school year (2020-2021).

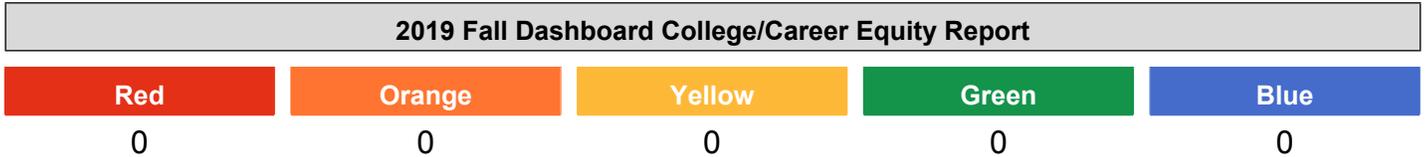
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>55</p> <p>Maintained +1.2</p> <p>40</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
50 Prepared	53.8 Prepared	55 Prepared
45.8 Approaching Prepared	42.3 Approaching Prepared	30 Approaching Prepared
4.2 Not Prepared	3.8 Not Prepared	15 Not Prepared

Conclusions based on this data:

1. Because our Graduation class student population is so small, no performance level colors were reported in 2019.
2. 55 % of our student population fall into the Prepared level on the College/Career Indicator. Data slightly increased, as we are comparing the past 2 years results.
3. We would like to see an increase in the number of our students being prepared for college/career.

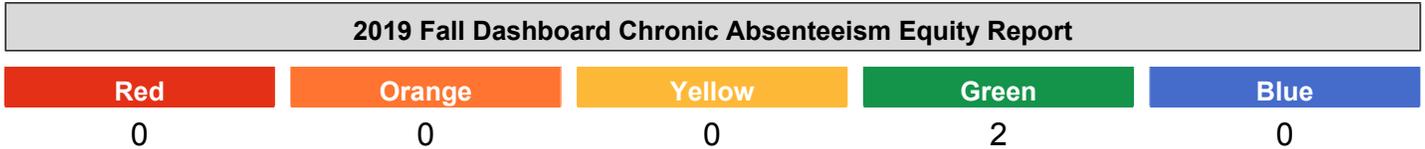
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>11.6</p> <p>Declined -1.3</p> <p>43</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>9.5</p> <p>Declined -5.4</p> <p>42</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.6 Declined -4.2 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. The Chronic Absenteeism Dashboard shows that 11.6% of all students were Chronically Absent from school; which was a decrease of 1.3% from previous year.
2. All of our target student population decreased in chronic absenteeism.
3. 8.6% of Hispanic students were chronically absent ; which was a decrease of 4.2%.

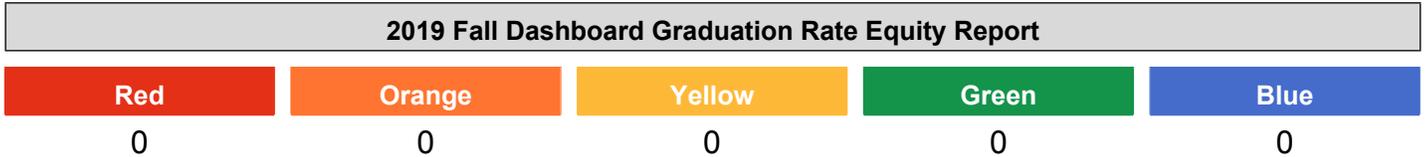
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>97.6</p> <p>Increased +1.4</p> <p>41</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>97.4</p> <p>Increased +2.1</p> <p>38</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 96.6 Increased +1.1 29	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.2	97.6

Conclusions based on this data:

1. The graduation rate increased by 1.4% from 2018 to 2019, and stayed above 95%.
2. The graduation rate of Socioeconomically Disadvantaged increased by 1.4%.
3. There is no performance color due to the low number of students in the class of 2019.

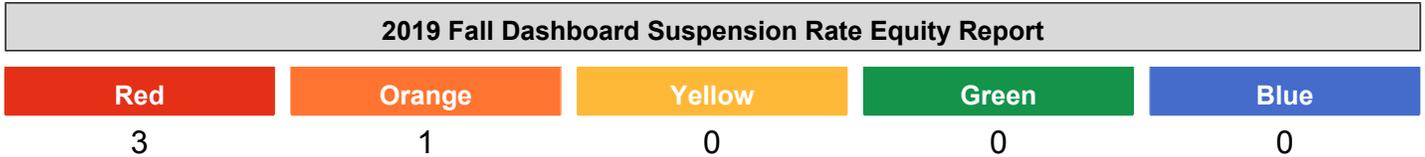
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 7.5 Increased Significantly +7.5 187	 No Performance Color 31.3 Increased +31.3 16	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 3	 Red 7.9 Increased Significantly +7.9 165	 Red 17.1 Increased +17.1 41

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 9.7 Increased +9.7 31		 No Performance Color Less than 11 Students - Data 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.5 Increased +7.5 147			 No Performance Color Less than 11 Students - Data 8

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	7.5

Conclusions based on this data:

1. The Dashboard shows that 7.5% of students were suspended at least once during the school year; which is an increase of 7.5%.
2. Significant increase in suspension rates are seen in the following subgroups: African American (9.7), students with disabilities (17.1%), and Hispanic population (7.5%).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 93.9%	2020-21: 94%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses (Tuition Reimbursement): Resource: Title I, Part A (4035); Object: 5864; Amount: \$ 7,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000.00	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review the budget and plan to ensure an 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to ensure our students are increasing their proficiency in grade-level standards, we must align instruction to standards as well as inform those practices with key elements of summative assessments. To achieve this goal we must ensure all disciplines are provided collaboration release time that allows teachers to identify essential instructional tools to assist in instructional delivery. In addition, through collaboration, the alignment of instruction will be facilitated to ensure data analysis is utilized to guide daily student learning and mastery toward grade-level standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue providing tuition reimbursement for teachers to clear their credentials. Teachers will also receive professional development to stay up do date with the new educational developments and best practices. We continue to facilitate collaboration. We will adjust the instructional resources needed to support all disciplines as determined formative assessments. Data will be utilized to inform and guide necessary adjustments and needed resources.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 80%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 169.9	2020-21: 150.00
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 27.12% Socioeconomically Disadvantaged: 27.08% Students with Disabilities: 18.75% African American: 36.36% Hispanic: 13.41%	2020-21: All Students: 33.00% Socioeconomically Disadvantaged: 33.00% Students with Disabilities: 22.00% African American: 40.00% Hispanic: 30.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 57.2 points below standard English Learners: 114.4 points below standard Socioeconomically Disadvantaged: 57.3 points below standard Students with Disabilities: 98.6 points below standard African American: 38.7 points below standard Hispanic: 63.0 points below standard	2020-21: All Students: 50.0 points below standard English Learners: 95.0 points below standard Socioeconomically Disadvantaged: 50.0 points below standard Students with Disabilities: 80.0 points below standard African American: 32.0 points below standard Hispanic: 55.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 51.8% Socioeconomically Disadvantaged: 51.5% Students with Disabilities: 61.9% Hispanic: 50.7%	2020-21: All Students: 58.0% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 63.00% Hispanic: 58.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 8.47% Socioeconomically Disadvantaged: 10.41% Students with Disabilities: 12.50% African American: 9.09% Hispanic: 8.51%	2020-21: All Students: 15.0% Socioeconomically Disadvantaged: 17.0% Students with Disabilities: 17.0% African American: 15.0% Hispanic: 15.0%
Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 133.7 points below standard English Learners: 170.1 points below standard Socioeconomically Disadvantaged: 128.2 points below standard Students with Disabilities: 184.8 points below standard African American: 139.7 points below standard Hispanic: 133.6 points below standard	2020-21: All Students: 110.0 points below standard English Learners: 145.0 points below standard Socioeconomically Disadvantaged: 110.0 points below standard Students with Disabilities: 150.0 points below standard African American: 110.0 points below standard Hispanic: 110.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 64.0% English Learners: 54.6% Socioeconomically Disadvantaged: 55.7% Students with Disabilities: 68.2% Hispanic: 60.0%	2020-21: All Students: 65.0% English Learners: 57.0% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 70.0% Hispanic: 64.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: 28.6%	2020-21: 45.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 0.0%	2020-21: 14.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 5.0% Socioeconomically Disadvantaged: 3.5% Students with Disabilities: 0.00% African American: 5.88% Hispanic: 3.39%	2020-21: All Students: 15.0% Socioeconomically Disadvantaged: 15.0% Students with Disabilities: 10.0% African American: 15.0% Hispanic: 15.0%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Teacher Professional Development: Resource: Title I, Part A : Amount: \$3, 000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Teacher Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational

system for supporting students. Charter School will synthesize 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.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Teacher Salaries (partial) for after school: Resource: Title I, Part A (3010); Object: 1100; Amount: \$18,959.80
- Teacher Performance Bonus Pay: Resource: Title II, Part A (5863); Object: 1100; Amount: \$ 5, 473.00
- Teacher & Admin stipends for Saturday school: Resource: Title I, Part A (3010); Object: 1100; Amount: \$6,500.00
- NWEA MAP Testing Fees: Resource: Title I, Part A : Amount: \$1,250.00
- Illuminate DnA fees:Resource: Title I, Part A : Amount: \$1,000.00
- Teachboost Fee: Title I, Part A : Amount: \$780.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,959.80	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries (Partial) for After School
6,500	Title I 1000-1999: Certificated Personnel Salaries Teacher & Admin stipends for Saturday school
1,250	Title I 4000-4999: Books And Supplies NWEA MAP Testing Fees
1,000	Title I 4000-4999: Books And Supplies

	Illuminate DnA fees
780.00	Title I 5000-5999: Services And Other Operating Expenditures Teachboost Fee
5,473.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher Performance Bonus Pay

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and integrated ELD programs:

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

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds:

- ELD coordinators stipends: Resource: Title I, Part A (3010); Object: 1100; Amount: \$5,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I
1000-1999: Certificated Personnel Salaries
ELD Coordinator Stipend

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to develop college and career-ready students and academic excellence, we will provide access to resources through a variety of formats. Technology, supplementary instructional resources, access to college visits, and opportunities to experience these intentional opportunities will increase not only the awareness but overall student participation in discussions/activities that will also influence their individual achievement. To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 55%	2020-21: 65%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 33.33%	2020-21: 37.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 9.52%	2020-21: 25.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 32.6%	2020-21: 34.0%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 18.0%	2020-21: 25.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 36.8%	2020-21: 39.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 89.5%	2020-21: 93.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 10.5%	2020-21: 16.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 31.6%	2020-21: 33.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 36.8%	2020-21: 39.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 94.0%	2020-21: 95.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 53.0%	2020-21: 55.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%	Class of 2019: 70.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 7%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds:

- College Counselor salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$10,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
2000-2999: Classified Personnel Salaries
College Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. 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.

Expenditures associated with this action include the following: Mystery Science program fees (ADD HERE OTHER EXPENDITURES)

The following expenditures will be funded by the federal funds:

- Labster (Virtual Labs): Title I, Part A (3010); Object: 5800; Amount: \$3,400.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,400

Title I
4000-4999: Books And Supplies
Virtual Lab Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, these strategies will increase our Graduation Rate and College and Career Readiness indicators.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes to the goal, annual outcomes, strategies or activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 2	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 2	2020-21: 2
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 7	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 13	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 48.9%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 93.54%	2020-21: 94.0%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 21.7%	2020-21: 18.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.3%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 94.7%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 2.3%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 96.9% Families: 66.7% Staff: 100%	2020-21: Students: 95% Families: 70.0% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 64% Families: 95% Staff: 75%	2020-21: Students: 66% Families: 95% Staff: 80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Parent Square software fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$600.00
- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$2,000.00
- Parent Education Bridge program fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$1,500.00
- Illuminate SIS fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$1,495.00
- Pitney Bowes expenses: Title I, Part A (3010); Object: 5800; Amount: \$2,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title I 5000-5999: Services And Other Operating Expenditures Parent Square
2,000	Title I 1000-1999: Certificated Personnel Salaries Home Visit
1,500	Title I 1000-1999: Certificated Personnel Salaries Parent Academy
1,495	Title I 5000-5999: Services And Other Operating Expenditures Illuminate SIS fees
2,000	Title I 5000-5999: Services And Other Operating Expenditures Pitney Bowes expenses

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional services for homeless students: Resource: Title I, Part A (3010); Object: 4390; Amount: \$1,000
- School psychologist salary (partial): Title I, Part A (4127); Object: 1100; Amount: \$17,016.07

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I
4000-4999: Books And Supplies

	Homeless
17,016.07	Title I 1000-1999: Certificated Personnel Salaries School psychologist salary (partial)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively

develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities for incentives to increase attendance will support the reduction in chronic absenteeism. Students with monthly perfect attendance were incentivized during the monthly PBIS assembly. The implementation of PBIS has explicitly taught students the positive expected behaviors that will reduce suspensions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To increase ADA and reduce chronic absenteeism, communicating with parents on the ADA is critical. It's importance to communicate to parents our daily attendance so they can support the school. Alternatives to suspension and MTSS will become a major focus. Providing trainings and supports for families will be a focus.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$87,973.87
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$87,973.87

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$72,500.87
Title II Part A: Improving Teacher Quality	\$5,473.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$87,973.87

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$87,973.87

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	72,500.87
Title II Part A: Improving Teacher Quality	5,473.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,448.87
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	6,650.00
5000-5999: Services And Other Operating Expenditures	14,875.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	50,975.87
4000-4999: Books And Supplies	Title I	6,650.00
5000-5999: Services And Other Operating Expenditures	Title I	14,875.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,473.00
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,000.00
Goal 2	41,962.80
Goal 3	13,400.00
Goal 4	25,611.07

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Musa Avsar	Principal
Ana Miranda	Parent or Community Member
Monica Gonzalez	Parent or Community Member
Marlene Castaneda	Classroom Teacher
Simon Heerdegen	Classroom Teacher
Michael Dunson	Classroom Teacher
Crystal Pena	Other School Staff
Samuel Kim	Secondary Student
Ruby Sanchez	Secondary Student
Pedro Cruz	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

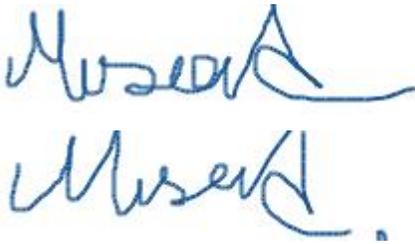
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 3, 2020.

Attested:

Two handwritten signatures in blue ink are visible. The top signature is a cursive signature that appears to read 'Musa Avsar'. The bottom signature is also in cursive and appears to read 'Musa Avsar'.

Principal, Musa Avsar on December 3, 2020

SSC Chairperson, Musa Avsar on December 3, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 5	19-10199-0137679	December 1, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 28
- Resource Inequities 28
- School and Student Performance Data 29
 - Student Enrollment..... 29
 - CAASPP Results..... 31
 - ELPAC Results 35
 - Student Population 37
 - Overall Performance 38
 - Academic Performance 39
 - Academic Engagement 45
 - Conditions & Climate..... 48
- Goals, Strategies, & Proposed Expenditures..... 50
 - Goal 1..... 50
 - Goal 2..... 56
 - Goal 3..... 65
 - Goal 4..... 72
- Budget Summary 79
 - Budget Summary 79
 - Other Federal, State, and Local Funds 79
- Budgeted Funds and Expenditures in this Plan 80
 - Funds Budgeted to the School by Funding Source..... 80
 - Expenditures by Funding Source 80
 - Expenditures by Budget Reference 80
 - Expenditures by Budget Reference and Funding Source 80
 - Expenditures by Goal..... 81
- School Site Council Membership 82
- Recommendations and Assurances 83
- Instructions..... 84

Instructions: Linked Table of Contents84
Purpose and Description85
Stakeholder Involvement.....85
Resource Inequities85
Goals, Strategies, Expenditures, & Annual Review86
Annual Review87
Budget Summary88
Appendix A: Plan Requirements90
Appendix B:.....93
Appendix C: Select State and Federal Programs95

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of the results from the surveys:

Our average approval rates have declined with our students, yet stayed mostly the same as our parents and staff. We declined the most with students' “sense of belonging” and student “climate of support”. We also declined in “sense of belonging” for our staff. There are many factors that come into consideration when it comes to climate and sense of belonging. We don't have our own campus, we are unable to assign lockers to students, we don't have CIF sports, etc. When we looked into the questions that did not score favorably, it seems that grades 9-11 seem to score less

than other grades. As we continue to add high school grade levels, the school's wants and needs continue to change and as always, MSA-5 continues to evolve for the better.

In our student surveys, we improved greatly when it comes to students being bullied specifically physically or verbally. We also had a high score and continued our progress for students' knowledge of school rules. Despite decreasing favorably by 5 points, we still scored 87% in favorability when it comes to knowing the consequences for breaking school rules. Our parent survey satisfaction increased in almost every category. Our staff surveys remain at a high approval rate of 96% despite dropping slightly in certain categories.

Parents mentioned safety as a concern. We need to hire or add more security presence. Students dislike uniforms and the lack of sports and lockers. We need to add more ways where students can get creative with their uniforms and seek their approval. We also are looking into adding CIF sports next year. Students are concerned about certain teachers being unfair. We need to have more admin presence in the classrooms, more opportunities for coaching and PD for our teachers. Staff shared the concern that we don't have enough time to bond with each other. We need to swap PD days with culture building time.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and other related documentation. The tool can be used by both the teacher and the observer or evaluator concerning their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators and instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted to provide focused, constructive, and critical feedback to the teacher to improve teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide the teacher's coaching like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

Teachers begin by posting a student learning objective and agenda using the gradual release model from synchronous to asynchronous. During Distance Learning, teachers tried to create engagement points using several interactive features in Zoom, including polls, chat, and break-out rooms. Teachers are doing their best to adapt to Distance Learning by offering instruction aligned to common core state standards and providing relevant instruction to students. Based on classroom observations, one area of improvement we observed was the student engagement during lessons and in their break-out rooms. We continue to address this area of need through continued professional development and best practices in weekly meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-5 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-5 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-5 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-5 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-5 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-5, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-5 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-5 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-5 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-5 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-5 also monitors and evaluates teachers for their performance.

MSA-5 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-5 provides all staff with multiple opportunities to grow professionally. MSA-5 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-5 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-5 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-5 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-5 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-5 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-5 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-5 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-5 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-5 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-5, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-5's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-5 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-5 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-5's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-5 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-5 provides culturally and linguistically relevant materials for students. MSA-5 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-5 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-5 will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-5 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-5 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-5 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-5 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-5 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-5's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-5 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-5 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-5 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-5 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-5 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-5 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-5 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-5 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and

Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-5's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-5's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-5 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-5 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: professional development for teachers, Intervention teachers salaries and benefits for ELA and math intervention, SEL support, and Saturday School.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-5 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings: 6/18/2020 Town Hall, 7/29/2020 Town Hall, and 8/12/2020 Orientation, 9/10/2020 Back to School Night, 9/16/2020 SSC & ELAC Meeting, 11/05/2020, 11/06/2020, & 11/09/2020 Parent Teacher Conferences, 11/13/2020. College Application Meeting, 11/18/2020 Parent Meeting, and 12/01/2020 SSC & ELAC Meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	2.9%	2.0%	1.8%	6	5	5
Asian	1.4%	2.0%	2.1%	3	5	6
Filipino	2.4%	3.2%	1.4%	5	8	4
Hispanic/Latino	87.1%	87.5%	91.1%	183	217	256
Pacific Islander	0%	0%	0%	0	0	0
White	6.2%	5.2%	3.6%	13	13	10
Multiple/No Response	0%	0%	0%	0	0	0
Total Enrollment				210	248	281

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	61	60	51
Grade 7	53	61	62
Grade 8	54	53	61
Grade 9	31	39	51
Grade 10	11	24	30
Grade 11		11	21
Grade 12			5
Total Enrollment	210	248	281

Conclusions based on this data:

1. MSA-5's population is predominantly Latino.
2. MSA-5 has grown it's grade levels out to a full 6-12 SPAN school.
3. Enrollment has gone up at MSA-5 every year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	45	59	73	21.4%	23.8%	26.0%
Fluent English Proficient (FEP)	109	132	143	51.9%	53.2%	50.9%
Reclassified Fluent English Proficient (RFEP)	11	7	8	25.0%	0.0%	13.6%

Conclusions based on this data:

1. MSA-5's ELs have numerically grown each year.
2. MSA-5 has dedicated an EL coordinator and ELD instructors to support students at higher level considering the trend.
3. MSA-5 has increased the support to EL students offering more language acquisition and intervention courses.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		60	59		59	59		59	59		98	100
Grade 7		50	58		47	58		47	58		94	100
Grade 8		54	53		54	53		54	53		100	100
Grade 11			11			11			11			100
All		164	181		160	181		160	181		98	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2495.	2496.		3.39	15.25		35.59	27.12		28.81	25.42		32.20	32.20
Grade 7		2536.	2552.		2.13	6.90		51.06	48.28		23.40	32.76		23.40	12.07
Grade 8		2551.	2534.		7.41	3.77		38.89	35.85		27.78	33.96		25.93	26.42
Grade 11			2624.			36.36			27.27			18.18			18.18
All Grades	N/A	N/A	N/A		4.38	10.50		41.25	36.46		26.88	29.83		27.50	23.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		6.78	15.25		54.24	33.90		38.98	50.85
Grade 7		10.78	17.24		54.35	50.00		34.78	32.76
Grade 8		9.26	13.21		55.56	43.40		35.19	43.40
Grade 11			36.36			45.45			18.18
All Grades		8.81	16.57		54.72	42.54		36.48	40.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		13.79	20.34		50.00	54.24		36.21	25.42
Grade 7		17.39	22.41		63.04	70.69		19.57	6.90
Grade 8		18.52	17.31		50.00	63.46		31.48	19.23
Grade 11			36.36			54.55			9.09
All Grades		8.81	21.11		54.72	62.22		36.48	16.67

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		6.78	13.56		62.71	38.98		30.51	47.46
Grade 7		2.17	6.90		80.43	77.59		17.39	15.52
Grade 8		11.11	7.55		70.37	54.72		18.52	37.74
Grade 11			45.45			54.55			0.00
All Grades		6.92	11.60		70.44	56.91		22.64	31.49

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		16.95	16.95		55.93	55.93		27.12	27.12
Grade 7		34.78	22.41		52.17	60.34		13.04	17.24
Grade 8		38.89	11.32		42.59	54.72		18.52	33.96
Grade 11			18.18			63.64			18.18
All Grades		29.56	17.13		50.31	57.46		20.13	25.41

Conclusions based on this data:

1. The Listening skill will be a school-wide effort to improve. The ELA department will adopt innovative techniques and utilize more resources.
2. The Interim Block Assessments will be proctored regularly, as a collaborative effort, social science teachers will administer content appropriate IABS in their classes and review some of the skills that is used both of the disciplines.
3. English Language Art teachers will attend PDs to gain new skills in response to the distance learning type of environment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		60	59		59	59		59	59		98	100
Grade 7		50	58		58	48		48	58		96	100
Grade 8		54	53		54	53		54	53		100	100
Grade 11			11			11			11			100
All		164	181		161	181		161	181		98	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2505.	2520.		10.17	15.25		22.03	15.25		30.51	40.68		37.29	28.81
Grade 7		2528.	2548.		6.25	8.62		27.08	31.03		41.67	39.66		25.00	20.69
Grade 8		2555.	2562.		20.37	26.42		16.67	16.98		37.04	22.64		25.93	33.96
Grade 11			2612.			18.18			36.36			9.09			36.36
All Grades	N/A	N/A	N/A			16.57			22.10			33.15			28.18

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 6					22.03	25.42		37.29	32.20		40.68	42.37
Grade 7					20.83	22.41		43.75	46.55		35.42	31.03
Grade 8					24.07	28.30		35.19	33.96		40.74	37.74
Grade 11						45.45			18.18			36.36
All Grades					22.36	26.52		38.51	36.46		39.13	37.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 6					13.56	13.56		42.37	49.15		44.07	37.29
Grade 7					6.25	15.52		60.42	68.97		33.33	15.52
Grade 8					16.67	28.30		66.67	43.40		16.67	28.30
Grade 11						27.27			45.45			27.27
All Grades					12.42	19.34		55.90	53.59		31.68	27.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		5.08	16.95		45.76	47.46		49.15	35.59
Grade 7		10.42	8.62		64.58	72.41		25.00	18.97
Grade 8		20.37	15.09		51.85	56.60		27.28	28.30
Grade 11			18.18			45.45			36.36
All Grades		11.80	13.81		53.42	58.01		34.78	28.18

Conclusions based on this data:

1. Communicating Reasoning is the area of refinement. Math teachers will reviewing lessons in order to have students analyze and evaluate propositions and conjectures, the results of simulations, and others' solution processes.
2. Math teachers will proctor Interim Block Assessments regularly and take instructional actions accordingly.
3. Math teachers will attend PDs to gain new skills in response to the distance learning type of environment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1515.0	1512.8	1510.4	1519.8	1519.2	1505.2	13	22
Grade 7	1516.4	*	1505.9	*	1526.4	*	13	10
Grade 8		1500.9		1480.5		1520.7		15
Grade 9		*		*		*		5
Grade 10		*		*		*		*
Grade 11		*		*		*		*
All Grades								56

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		9.09		45.45		31.82		13.64		22
8		13.33		20.00		26.67		40.00		15
All Grades		16.07		30.36		30.36		23.21		56

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		50.00		27.27		9.09		13.64		22
8		20.00		26.67		13.33		40.00		15
All Grades		37.50		32.14		7.14		23.21		56

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00		9.09		45.45		45.45		22
8		6.67		26.67		20.00		46.67		15
All Grades		5.36		14.29		39.29		41.07		56

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		22.73		50.00		27.27		22
8		6.67		33.33		60.00		15
All Grades		14.29		50.00		35.71		56

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		63.64		22.73		13.64		22
8		53.33		6.67		40.00		15
All Grades		60.71		16.07		23.21		56

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00		22.73		77.27		22
8		6.67		33.33		60.00		15
All Grades		5.36		28.57		66.07		56

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		9.09		81.82		9.09		22
8		0.00		66.67		33.33		15
All Grades		5.36		76.79		17.86		56

Conclusions based on this data:

1. Written Language is the area students struggled most. Teachers will utilize writing frames.
2. Middle school ELA teacher will teach the English Language Development class to make sure the contents skills are covered.
3. There will be designated high school credit bearing ELD class to allow students to take advantage of acquiring graduation credit, which will be taught by a credentialed Language Arts teacher.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
248	88.7	23.8	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	23.8
Homeless	16	6.5
Socioeconomically Disadvantaged	220	88.7
Students with Disabilities	42	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	2.0
Asian	5	2.0
Filipino	8	3.2
Hispanic	217	87.5
White	13	5.2

Conclusions based on this data:

1. There is a historical increase in the rate of English Learners which informs us to provide more support in the language acquisition process.
2. There is a historical increase in the rate of students with IEP and 504 that has an impact on staffing and instructional approaches of the teachers.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Chronic Absenteeism



No Performance Color

Conditions & Climate

Suspension Rate



No Performance Color

Mathematics



No Performance Color

Conclusions based on this data:

1. The first high school graduating class of MSA-5 graduated in 2020, therefore there is no data available as of Fall 2019

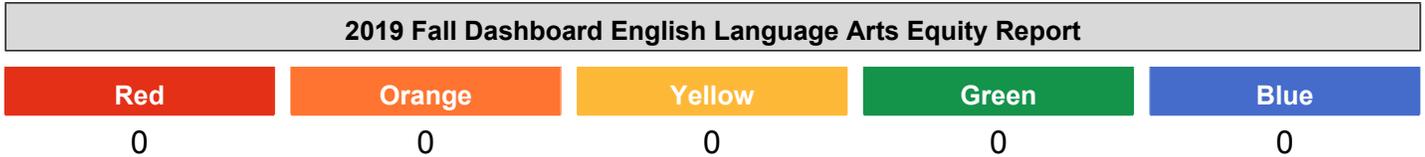
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>11.5 points below standard</p> <p>174</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>43.3 points below standard</p> <p>90</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>23.7 points below standard</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>13.1 points below standard</p> <p>156</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>72.7 points below standard</p> <p>24</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 13.1 points below standard 151	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.5 points below standard 43	3.7 points above standard 47	5 points above standard 43

Conclusions based on this data:

- Students with special needs are in need of extensive intervention support to close the gap of 72.7 points below standard. Teachers will get support to implement innovative ways of accommodations and modifications.
- It is pleasant to see the former EL students performed 3.7 points above the standard. The teachers at MSA-5 will reinforce the existing instructional plans in order to keep the trend upwards.
- Based on the disaggregation of the SBAC data, teachers will focus on the listening skills (with 26.17% proficiency)

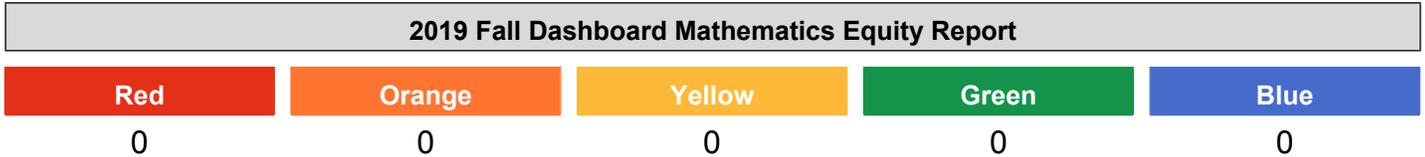
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>17.9 points below standard</p> <p>174</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>43.5 points below standard</p> <p>90</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>26.2 points below standard</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>18.6 points below standard</p> <p>156</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>58 points below standard</p> <p>24</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 21.6 points below standard 151			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.4 points below standard 43	6.7 points above standard 47	2.3 points above standard 43

Conclusions based on this data:

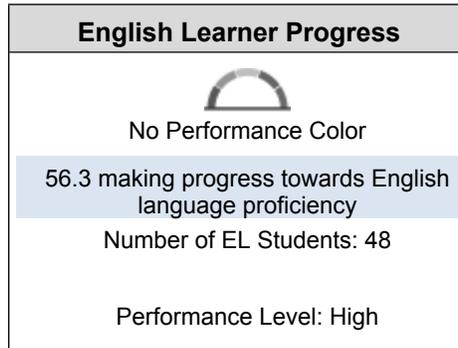
1. Students with Disabilities and English Learners demonstrated the lowest performance level. As a school, those groups need additional support to close the gap.
2. There is a steady increase in math scores comparison to the previous year, MSA-5 will continue using similar strategies to ensure the trend is upward.
3. Students who have been re-classified performed above their peers that shows the language barrier became less significant and strategies to support academic language in math classes are conducive to conceptualize the context.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.3	35.4	2.0	54.1

Conclusions based on this data:

- More than half of the EL students have shown progress in order to be re-classified.
- EL students need to take a practice test of ELPAC to get over test anxiety and be familiar with the procedure.

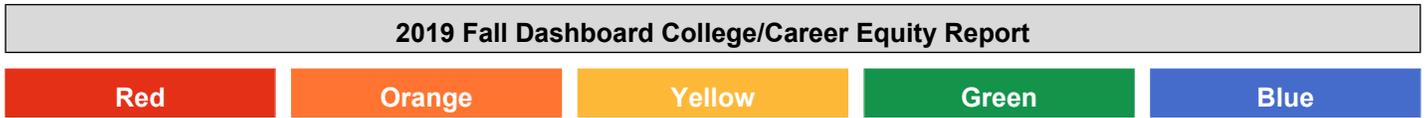
School and Student Performance Data

Academic Performance College/Career

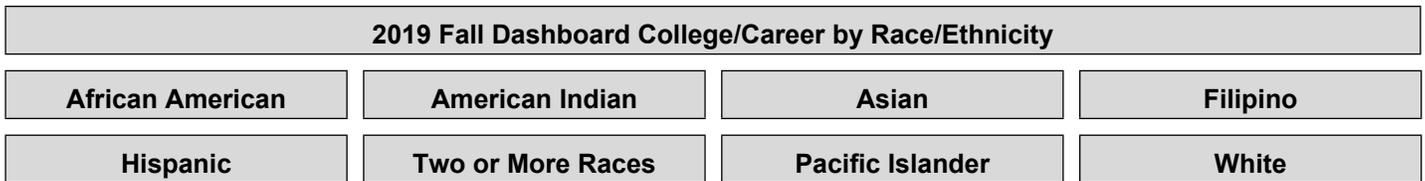
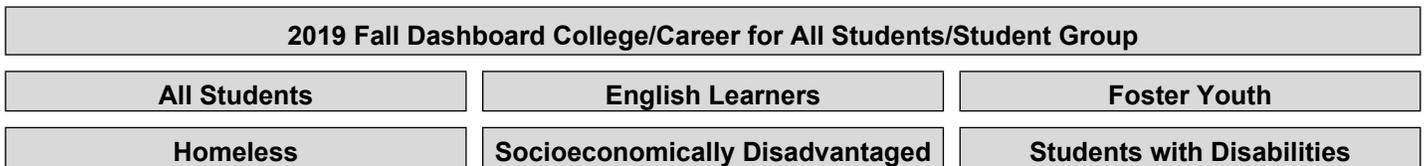
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- No performance data available due to the fact that the first graduating class graduated in Summer 2020.

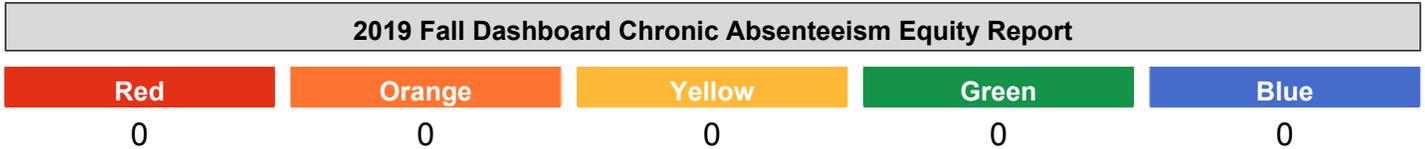
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>7.4</p> <p>175</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>7.3</p> <p>55</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>7</p> <p>158</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>16</p> <p>25</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.9 151	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

- Colors were not provided due to CDS code change when we changed charter authorizers.

School and Student Performance Data

Academic Engagement Graduation Rate

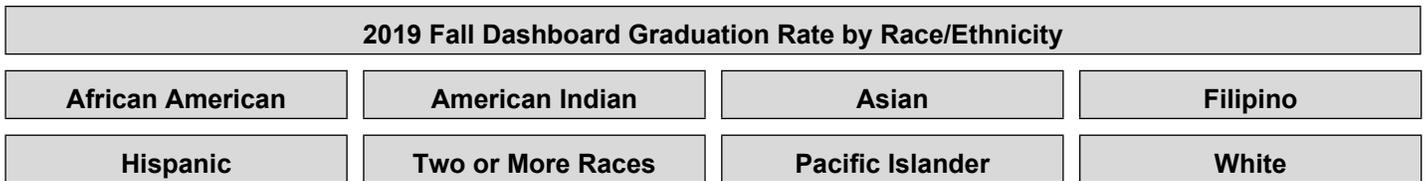
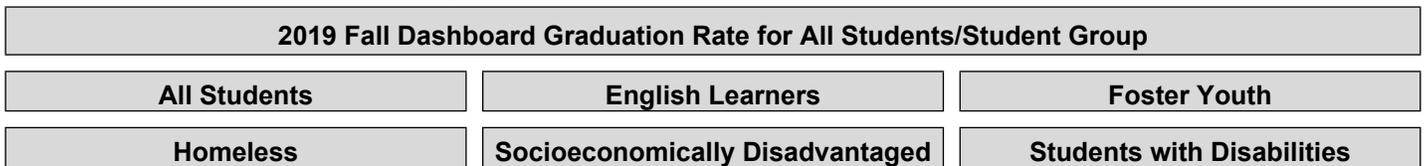
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

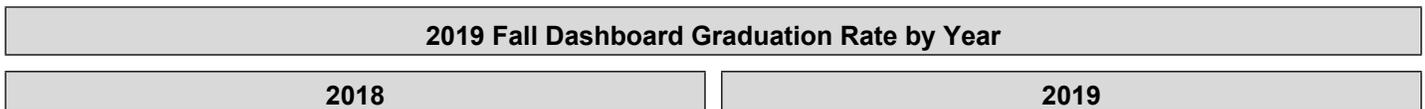
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

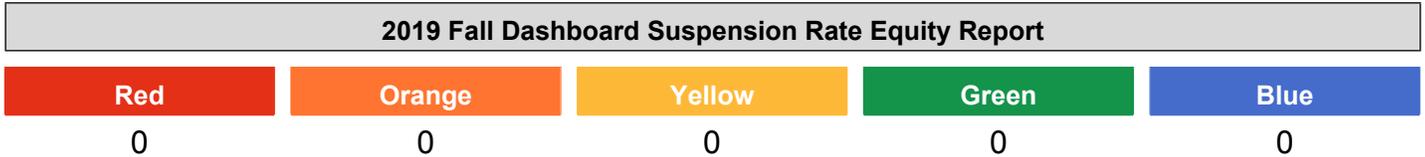
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>1.2</p> <p>259</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>1.4</p> <p>70</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>0.9</p> <p>228</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>44</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5		 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 1.3 227			 No Performance Color 0 14

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
		1.2

Conclusions based on this data:

- Colors were not provided due to CDS code change when we changed charter authorizers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 95.0%	2020-21: 97.0%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$4,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer Advisory classes and will offer AP classes for college readiness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 70%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 46.2	2020-21: 50.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%	2020-21: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard	2020-21: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%	2020-21: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard	2020-21: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: 52.6%	2020-21: 52.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 20.0%	2020-21: 20.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%	2020-21: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$8,791

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,791

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating Expenditures
Tuition Reimbursement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize 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.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Title-I summer school teacher salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,751
- Title-I intervention teacher salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$18,131
- Title-I intervention teacher benefits: Resource: Title I, Part A (3010); Object: 3101; Amount: \$3,336
- Teacher & Admin stipends for Saturday school: Title I, Part A (3010); Object: 1100; Amount: \$20,000
- Title-I Books and supplies: Resource: Title I, Part A (3010); Object: 4340; Amount: \$22,957

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,957

Source(s)

Title I
4000-4999: Books And Supplies

	Evidence-Based supplemental intervention/enrichment program fee
18,131	Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher Salaries
3,336	Title I 3000-3999: Employee Benefits Intervention Teacher Benefits
20,000	Title I 1000-1999: Certificated Personnel Salaries Teacher Stipends for Saturday School
3,751	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries for Summer School

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and integrated ELD programs:

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

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above. We regularly review student performance data and progress towards targets with our staff (i.e. MAP, SBAC, Interim Assessments, ELPAC, etc.). We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest (i.e. small group instruction, Power English/Power Math classes, after school tutoring, Saturday classes, etc.); our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will be using some of the Learning Loss Mitigation funds to support additional student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added additional support sessions to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As an organization, all schools started the implementation of IABs by the History teachers as unit plans to effectively measure student growth.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 73.2%	2020-21: 73.2%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.0%	2020-21: 50.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 50.0%	2020-21: 50.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: ??.%	2020-21: ??.%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 90.0%	2020-21: 90.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 42.0%	2020-21: 42.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 100.0%	2020-21: 100.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 70.0%	2020-21: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019: 49.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds:

- Title-IV AP Exam Fees: Resource: Title IV, Part A (4127); Object: 4310; Amount: \$3,493
- Title-IV AP Course Materials: Resource: Title IV, Part A (4127); Object: 4310; Amount: \$4,000
- Title-IV Other College-Related Materials and Activities: Resource: Title IV, Part A (4127); Object: 5835; Amount: \$3,500

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,493	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies AP Exam Fees
4,000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies AP Course Materials
3,500	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Other College-Related Materials and Activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. 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.

Expenditures associated with this action include the following: Mystery Science program fees (ADD HERE OTHER EXPENDITURES)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students’ creativity, imagination, discipline and self-expression through drawing and fine 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are currently offering 3 AP courses to our high school students so they can challenge themselves and be prepared for the college; we have dual enrollment with a community colleges to be able to provide access to college level coursework to our students; we have implemented STEAM based projects/experiments /activities by Math and Science Teachers. Our PE teacher modified their curriculum so they can cover the materials during DL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding is allocated through general funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We needed to make some changes due to the COVID 19 pandemic, MSA-5 will make an effort to adjust and ensure students are exposed to the college experience and environment by providing virtual college tours. We will provide additional tutoring time, Saturday School, Summer School to mitigate learning loss.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 25%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.95%	2020-21: 96.95%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 10.0%	2020-21: 10.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 100.0%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 83% Families: 90% Staff: 100%	2020-21: Students: 83% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 66% Families: 95% Staff: 81%	2020-21: Students: 66% Families: 95% Staff: 81%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- ParentSquare software fees: Resource: Title I, Part A (3010); Object: 4310; Amount: \$2,000
- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$15,000
- Parent Education Bridge program fees: Resource: Title I, Part A (3010); Object: 1100; Amount: \$5,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies Parent Activities/Event Fee
15,000	Title I 1000-1999: Certificated Personnel Salaries Home-visit Compensation
5,000	Title I 1000-1999: Certificated Personnel Salaries Parent Education Bridge Program Fee

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support

academic excellence and social skill development. 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional services for homeless students: Resource: Title I, Part A (3010); Object: 4390; Amount: \$3,000
- Additional services for our immigrant students: Resource: Title III, Part A - Immigrant (4201); Amount: \$2,484

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I 4000-4999: Books And Supplies Additional Supplies
2,484	Title III Immigrant Education Program 4000-4999: Books And Supplies Additional supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

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

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; conducted surveys and based on input from all stakeholders, we held events that promote parental participation as well as parent training activities School Plan for Student Achievement (SPSA) Page 82 of 99 Magnolia Science Academy such as Parent College. We offer PD to our teachers on student engagement procedures to help create an atmosphere of high expectations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are using various sources to meet the goals and metrics as mentioned above

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are holding all of the parent involvement events on the virtual platform in order to abide by the Los Angeles County Public Health Department guidelines. We will closely monitor the ADA rate based on the state and local guidelines for distance learning and hybrid learning models. Student engagement will be prioritized to make sure that students are learning and learning loss is mitigated due to the pandemic.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$121,329
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,443.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$93,175.00
Title II Part A: Improving Teacher Quality	\$12,791.00
Title III Immigrant Education Program	\$2,484.00
Title IV Part A: Student Support and Academic Enrichment	\$10,993.00

Subtotal of additional federal funds included for this school: \$119,443.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$119,443.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	93,175.00
Title II Part A: Improving Teacher Quality	12,791.00
Title III Immigrant Education Program	2,484.00
Title IV Part A: Student Support and Academic Enrichment	10,993.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	61,882.00
3000-3999: Employee Benefits	3,336.00
4000-4999: Books And Supplies	37,934.00
5000-5999: Services And Other Operating Expenditures	16,291.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	61,882.00
3000-3999: Employee Benefits	Title I	3,336.00
4000-4999: Books And Supplies	Title I	27,957.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	12,791.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	2,484.00

4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures

Title IV Part A: Student Support and Academic Enrichment
Title IV Part A: Student Support and Academic Enrichment

7,493.00
3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	76,966.00
Goal 3	10,993.00
Goal 4	27,484.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Brad Plonka	Principal
Adrian Uribe	Classroom Teacher
Kemal Fazla	Classroom Teacher
Indira Hopovac	Classroom Teacher
Laura Orellana	Other School Staff
Tomas Alfredo Alvarez Plascencia	Parent or Community Member
Marlene Nolasco	Parent or Community Member
Elizabeth Ascencio	Parent or Community Member
Shahid Iqbal	Parent or Community Member
Jhonatan Nolasco	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name


Indira Kadic-Hopovac (Dec 2, 2020 11:38 PST)

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/01/2020.

Attested:




Principal, Brad Plonka on 12/01/2020

SSC Chairperson, Brad Plonka on 12/01/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 6	19-64733-0117648	December 3, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations.....7
 - Analysis of Current Instructional Program.....8
- Stakeholder Involvement 30
- Resource Inequities 30
- School and Student Performance Data 31
 - Student Enrollment..... 31
 - CAASPP Results..... 33
 - ELPAC Results 37
 - Student Population 39
 - Overall Performance 40
 - Academic Performance 41
 - Academic Engagement 47
 - Conditions & Climate..... 50
- Goals, Strategies, & Proposed Expenditures..... 52
 - Goal 1..... 52
 - Goal 2..... 58
 - Goal 3..... 67
 - Goal 4..... 73
- Budget Summary 80
 - Budget Summary 80
 - Other Federal, State, and Local Funds 80
- Budgeted Funds and Expenditures in this Plan 81
 - Funds Budgeted to the School by Funding Source..... 81
 - Expenditures by Funding Source 81
 - Expenditures by Budget Reference 81
 - Expenditures by Budget Reference and Funding Source 81
 - Expenditures by Goal 82
- School Site Council Membership 83
- Recommendations and Assurances 84
- Instructions..... 85

Instructions: Linked Table of Contents85

Purpose and Description86

Stakeholder Involvement.....86

Resource Inequities86

Goals, Strategies, Expenditures, & Annual Review87

 Annual Review88

 Budget Summary89

 Appendix A: Plan Requirements91

 Appendix B:.....94

 Appendix C: Select State and Federal Programs96

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Spring 2020 Survey Participation Rates:

Student 100%

Family 88.9%

Staff 100%

From last spring to this year, 2020, we have had 100% participation rates from students and staff (no change). We have seen an increase from 86.8 to 88.9 percent for family participation. We noticed that Spanish speaking parents prefer filling out paper surveys and we received more paper surveys than last year. We used our communication tool (ParentSquare) more often and sent multiple reminders as text messages, voicemails and emails. We also provided free dress passes to students once their parents submitted the surveys.

Spring 2020 Survey Overall Satisfaction Rates:

Student 68%

Family 99%

Staff 95%

Spring 2020 Survey Findings:

Students' satisfaction went down 2 points from 70 to 68. This may be because of the older students being disrespectful, rude, the school not being as clean as it should be, the food, or not having enough events. Students did like the fact that the school was small and that they felt like they had teachers that cared for them. Students also like the PE class and having close friends to socialize.

Families were happy and overall satisfied with the school. They mentioned that they liked the teachers and that the staff was respectful. They also liked that the school and class sizes are small.

Staff showed an increase of 1 percent from 94 to 95 percent satisfied. They liked the fact that their co-workers mostly got along with one another. They did mention that they want to utilize the staff meeting time to meet with their colleagues more, without the administration present. We have been implementing this as of second semester after our first semester wrap meeting.

Average Student Approval Rates:

Climate of Support for Academic Learning 77%

Knowledge and Fairness of Discipline, Rules and Norms 66%

Safety 66%

Sense of Belonging (School Connectedness) 63%

Average Family Approval Rates:

Climate of Support for Academic Learning 99%

Knowledge and Fairness of Discipline, Rules and Norms 99%

Safety 100%

Sense of Belonging (School Connectedness) 98%

Average Staff Approval Rates:

Climate of Support for Academic Learning 100%

Knowledge and Fairness of Discipline, Rules and Norms 100%

Safety 78%

Sense of Belonging (School Connectedness) 97%

The overall approval rates from the students, staff, and families had a range of -2 to +1.

Students: The biggest change for the students approval rate was under safety. It fell 5 points. This drop may be because of the increase in petty theft items and/or break-ins that we encountered.

Families: Ironically, the parents biggest change was safety as well, with it increasing by 2 points. Parents may feel that we are doing our best to mitigate problems and have a good sense of security because of the private location and because our school is smaller. Also, per School Site Council decision, we installed an intercom system for the front door and had better control for visitors.

Staff: The biggest change for the staff was the sense of belonging category. This increased by 7 points. We believe that there is a great team spirit among staff members and they collaborate well. They have been working well with one another for a few years now and are able to understand and help each other when needed.

Reflections: Successes

Some of MSA-6's successes is that the school is supportive and an inviting place for students to learn and that teachers go out of their way to help students. Our goal to educate students is one of our primary goals and therefore the high mark from students is something that we should be proud of. The students know that the teachers care for them, that they are there for them, and that the school is small. PE was mentioned a multitude of times. Our PE teacher has really inspired a lot of our students' lives as well as our other teachers in their respective grades. Families seem to be liking our school as well. They gave our school high marks for all categories. They really like the teachers; how they are helpful, caring and how they are outside when the kids play. They like the uniforms that the school implements, they also like the discipline as well. The staff mainly focused on their relationship with one another. They wrote things like; co-workers, respect for one another, supportive team...etc. They also mentioned that the class sizes were a plus and the admin response time to inquiries as well.

Reflections: Identified Needs

Students: From the survey the category that dropped the most was safety. As mentioned before, the amount of petty theft has increased this year from last year and break-in of the school property has also made us re-evaluate our safety protocols, securing our facilities better and informing our staff and students about the improvement to our security. Other mentions were about the bathroom facility and the uniform policy.

Families: The families overall seem to be happy with the school. Some areas that dropped from last year were: School staff takes my concern seriously (-3) and School staff responds to my needs in a timely manner (-2).

Staff: From the staff survey, the main concern was about safety. The three sections that showed the most decline was in physical fighting, disruptive student behavior, and racial/ethnic conflict among students. From these three categories, the disruptive student behavior has the lowest overall percentage of 46%.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

After concluding a year of informal, formal, and peer observations, the following areas were identified as our Focus Elements for the 2020-21 school year. Focus elements are the specific areas where we as a staff feel we could continue to develop and grow. Action plans and professional development will be prioritized in these areas as well.

1. Standard 1: Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.

Element 3 - Maximizing learning time.

2. Standard 2: Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.

Element 8 - Social emotional support and recognition.

3. Standard 3: Teacher understands and organizes subject matter for student learning.

Element 10 - Designing curriculum.

4. Standard 4: Teacher plans instruction and designs learning experiences for all students.

Element 16: Using knowledge of students and data in planning.

5. Standard 5: Teacher sets the stage and effectively communicates learning expectations.

Element 18: Hook and activating prior knowledge.

6. Standard 6: Teacher implements effective teaching strategies that engage students in learning.

Element 21: Execution of lesson cycle and pacing.

7. Standard 7: Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Element 28 - Monitoring and communicating student growth.

8. Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Element 32: Personalized support.

9. Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Element 34 - Study strategies and using evidence from texts.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-6 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-6 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-6 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-6 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-6 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-6, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-6 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-6 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-6 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-6 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-6 also monitors and evaluates teachers for their performance.

MSA-6 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-6 provides all staff with multiple opportunities to grow professionally. MSA-6 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-6 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-6 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-6 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-6 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-6 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-6 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-6 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-6 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-6 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-6, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-6's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-6 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-6 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-6's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-6 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-6 provides culturally and linguistically relevant materials for students. MSA-6 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-6 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-6 will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-6 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-6 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-6 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-6 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-6 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-6's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-6 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-6 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-6 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-6 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-6 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-6 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-6 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-6 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and

Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-6's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-6's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-6 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-6 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following:

- * Certificated salaries and benefits for three instructional aides to support students
- * After school clubs and activities, supplies and stipends
- * Saturday School stipend for teachers and administrator
- * Home Visit stipends
- * Parent college supplies and stipends for staff leading workshops

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-6 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

July 28, 2020
August 14, 2020
August 26, 2020
September 25, 2020
October 23, 2020
October 30, 2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	8.02%	9.6%	6.72%	13	15	9
Asian	%	0.6%	2.24%		1	3
Filipino	%	%	0%			0
Hispanic/Latino	86.42%	85.3%	87.31%	140	133	117
Pacific Islander	%	%	0%			0
White	4.32%	2.6%	2.24%	7	4	3
Multiple/No Response	%	1.9%	1.49%		3	0
	Total Enrollment			162	156	134

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	47	55	33
Grade 7	56	43	55
Grade 8	59	58	46
Total Enrollment	162	156	134

Conclusions based on this data:

1. Due to gentrification in West LA, our neighborhood and area, has been affected. There have been a lot of families that have been moving out of the area due to the cost of rent and living.
2. Lower birth rates has also been affecting our overall enrollments.

Over the past two decades, the number of births in Los Angeles County has been decreasing. In 2011, there were 130,312 births, a substantial decrease from 204,124 births in 1990. The number of children under the age of ten years residing in the County has also fallen nearly 17% since 2000.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	18	32	33	11.1%	20.5	24.6%
Fluent English Proficient (FEP)	88	75	59	54.3%	48.1	44.0%
Reclassified Fluent English Proficient (RFEP)	9	6	4	47.4%	33.3	12.5%

Conclusions based on this data:

1. Our number of students that we have been receiving have been increasing over the years.
2. Dually identified students (EL and students with IEP) have increased.
3. Due to the high percentages of dually identified students, our reclassification rate has declined.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	62	43	56	61	41	56	61	41	56	98.4	95.3	100
Grade 7	56	53	46	56	53	46	56	53	46	100	100	100
Grade 8	57	60	58	56	60	58	56	60	58	98.2	100	100
All	175	156	160	173	154	160	173	154	160	98.9	98.7	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2494.	2476.	2490.	3.28	4.88	8.93	32.79	19.51	28.57	36.07	39.02	26.79	27.87	36.59	35.71
Grade 7	2542.	2571.	2534.	12.50	13.21	6.52	30.36	49.06	41.30	33.93	26.42	23.91	23.21	11.32	28.26
Grade 8	2561.	2580.	2574.	10.71	11.67	12.07	39.29	40.00	41.38	35.71	36.67	36.21	14.29	11.67	10.34
All Grades	N/A	N/A	N/A	8.67	10.39	9.38	34.10	37.66	36.88	35.26	33.77	29.38	21.97	18.18	24.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.92	9.76	8.93	63.93	34.15	50.00	31.15	56.10	41.07
Grade 7	16.07	28.30	13.04	50.00	52.83	47.83	33.93	18.87	39.13
Grade 8	19.64	16.67	22.41	46.43	55.00	53.45	33.93	28.33	24.14
All Grades	13.29	18.83	15.00	53.76	48.70	50.63	32.95	32.47	34.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.20	9.76	8.93	62.30	51.22	62.50	29.51	39.02	28.57
Grade 7	19.64	24.53	21.74	60.71	60.38	54.35	19.64	15.09	23.91
Grade 8	19.64	18.33	17.24	60.71	63.33	68.97	19.64	18.33	13.79
All Grades	15.61	18.18	15.63	61.27	59.09	62.50	23.12	22.73	21.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.11	7.32	5.36	59.02	63.41	62.50	27.87	29.27	32.14
Grade 7	7.14	9.43	8.70	76.79	73.58	63.04	16.07	16.98	28.26
Grade 8	12.50	18.33	15.52	66.07	75.00	72.41	21.43	6.67	12.07
All Grades	10.98	12.34	10.00	67.05	71.43	66.25	21.97	16.23	23.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.48	14.63	16.07	52.46	58.54	51.79	36.07	26.83	32.14
Grade 7	30.36	35.85	19.57	50.00	58.49	58.70	19.64	5.66	21.74
Grade 8	32.14	43.33	32.76	50.00	41.67	53.45	17.86	15.00	13.79
All Grades	24.28	33.12	23.13	50.87	51.95	54.38	24.86	14.94	22.50

Conclusions based on this data:

1. We seen an increase from 16-17 to 17-18 of about 5% points and then we seen a slight decrease from 17-18 to 18-19 by about 3 % points.
2. We had more EL students during the 18-19 school year, which may have affected our proficiency rates for ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	62	43	56	61	41	55	61	41	55	98.4	95.3	98.2
Grade 7	56	53	46	56	52	46	56	52	46	100	98.1	100
Grade 8	57	60	58	57	60	58	57	60	58	100	100	100
All	175	156	160	174	153	159	174	153	159	99.4	98.1	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2469.	2483.	2485.	3.28	4.88	9.09	13.11	17.07	14.55	31.15	36.59	34.55	52.46	41.46	41.82
Grade 7	2514.	2543.	2521.	8.93	15.38	2.17	25.00	28.85	34.78	30.36	28.85	34.78	35.71	26.92	28.26
Grade 8	2498.	2560.	2590.	12.28	25.00	32.76	14.04	20.00	20.69	19.30	20.00	24.14	54.39	35.00	22.41
All Grades	N/A	N/A	N/A	8.05	16.34	15.72	17.24	22.22	22.64	27.01	27.45	30.82	47.70	33.99	30.82

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	6.56	12.20	10.91	32.79	31.71	34.55	60.66	56.10	54.55	
Grade 7	12.50	26.92	15.22	44.64	44.23	47.83	42.86	28.85	36.96	
Grade 8	19.30	35.00	48.28	22.81	26.67	27.59	57.89	38.33	24.14	
All Grades	12.64	26.14	25.79	33.33	33.99	35.85	54.02	39.87	38.36	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.56	4.88	9.09	47.54	48.78	41.82	45.90	46.34	49.09
Grade 7	10.71	19.23	4.35	55.36	53.85	56.52	33.93	26.92	39.13
Grade 8	8.77	25.00	29.31	38.60	51.67	41.38	52.63	23.33	29.31
All Grades	8.62	17.65	15.09	47.13	51.63	45.91	44.25	30.72	38.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.92	4.88	10.91	36.07	56.10	45.45	59.02	39.02	43.64
Grade 7	10.71	15.38	2.17	57.14	59.62	65.22	32.14	25.00	32.61
Grade 8	8.77	15.00	31.03	47.37	58.33	55.17	43.86	26.67	13.79
All Grades	8.05	12.42	15.72	46.55	58.17	54.72	45.40	29.41	29.56

Conclusions based on this data:

1. Our areas of improvement is with the 6th graders and our strengths are with our 8th graders.
2. There was a significant change from 16-17 to 17-18 from 25 to 39%. We were able to maintain by only dropping by 1% the following year.
3. In the 18-19 sy, we had higher % of students who were EL and students who had an IEP, we were still able to maintain the percentage of students who are proficient in the 18-19 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1526.2	1507.7	1526.7	1510.1	1525.2	1504.6	11	16
Grade 7	*	1531.3	*	1517.9	*	1544.1	*	11
Grade 8	*	*	*	*	*	*	*	5
All Grades							15	32

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.25	*	31.25	*	43.75	*	18.75	11	16
7	*	18.18	*	27.27		45.45		9.09	*	11
All Grades	*	12.50	*	28.13	*	43.75	*	15.63	15	32

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	31.25	*	43.75	*	6.25		18.75	11	16
7	*	27.27	*	45.45		9.09		18.18	*	11
All Grades	*	28.13	*	43.75	*	9.38		18.75	15	32

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.25		12.50	*	25.00	*	56.25	11	16
7	*	18.18	*	9.09	*	72.73		0.00	*	11
All Grades	*	9.38	*	12.50	*	43.75	*	34.38	15	32

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	31.25	*	43.75	*	25.00	11	16
7	*	0.00	*	81.82		18.18	*	11
All Grades	*	15.63	*	56.25	*	28.13	15	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	43.75	*	37.50		18.75	11	16
7	*	54.55	*	36.36		9.09	*	11
All Grades	*	50.00	*	34.38		15.63	15	32

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.25		18.75	*	75.00	11	16
7	*	18.18	*	36.36	*	45.45	*	11
All Grades	*	12.50	*	21.88	*	65.63	15	32

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.25	*	75.00		18.75	11	16
7		0.00	*	100.00		0.00	*	11
All Grades	*	3.13	86.67	84.38		12.50	15	32

Conclusions based on this data:

1. We need to continue working on implementing our ELD standards in all of our classes so that we may continue to improve our Reclassification rates.
2. We are seeing a higher number of students who are in the ELD program, therefore we are doing more tests as the years progress.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
156	83.3	20.5	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	20.5
Foster Youth	1	0.6
Homeless	7	4.5
Socioeconomically Disadvantaged	130	83.3
Students with Disabilities	33	21.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	9.6
Asian	1	0.6
Hispanic	133	85.3
Two or More Races	3	1.9
White	4	2.6

Conclusions based on this data:

1. We have a lot of students who are SED at 83.3%. This number has been increasing over the years.
2. We are a school that serves everyone, however it seems that the Hispanic (85.3%) and African Americans (9.6%) are mostly attending our schools.
3. It seems that our demographics and student population has stabilized and this is the community that we are serving.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  Orange		

Conclusions based on this data:

1. Our school has been looking to alternatives to suspension therefore we have a low suspension rate. We implement PBIS to establish a positive school climate.
2. We are working closely with EL students and students with disabilities in order to increase their math and ela skills.
3. Chronic absenteeism is greatly affected by our truant students because of our small population size. We also have been working with the Director of student services to send out notification letters to these families through and meetings through our School Attendance Review Team (SART) process.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 16.3 points below standard Declined -12.9 points 151	<p>English Learners</p>  Orange 48.3 points below standard Declined -3.6 points 67	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 19.7 points below standard Declined -11.7 points 136	<p>Students with Disabilities</p>  No Performance Color 97.8 points below standard Declined Significantly -28.4 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 points below standard Increased Significantly ++24.8 points 14	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.4 points below standard Declined Significantly -15.7 points 129	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.1 points below standard Declined -8.1 points 30	3.1 points below standard Increased Significantly ++24.5 points 37	3.3 points above standard Declined -7.5 points 48

Conclusions based on this data:

- All of our subgroups that have data were orange. We are working with the ELA team to increase the dashboard scores.
- We are very close to making it the next color, yellow, by 16.3 points.

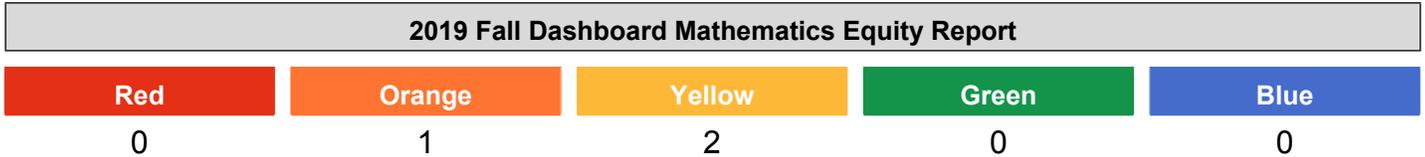
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 35.9 points below standard Maintained ++2.5 points 151	<p>English Learners</p>  Yellow 61.1 points below standard Increased ++8.7 points 67	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 39.4 points below standard Increased ++7.1 points 136	<p>Students with Disabilities</p>  No Performance Color 98.5 points below standard Maintained ++0.5 points 32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35 points below standard Increased Significantly ++40.6 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.6 points below standard Maintained -1.1 points 129	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.8 points below standard Increased ++3.9 points 30	30.6 points below standard Increased Significantly ++28.3 points 37	23.9 points below standard Increased Significantly ++15 points 48

Conclusions based on this data:

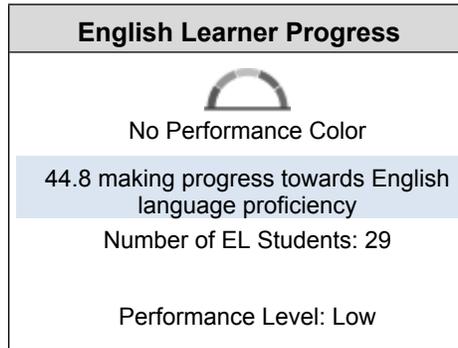
1. Overall we are orange, but we have two sections that are in yellow, SED and EL.
2. To get the next color, we need to improve by 35.9 points, and we were able to maintain our status from last year to this year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.7	41.3	10.3	34.4

Conclusions based on this data:

1. We do not have enough students for our school to get a performance color for ELPI students.
2. About 44 percent of our students were able to maintain or progress one level.
3. Only 13 percent of our students decreased one level.

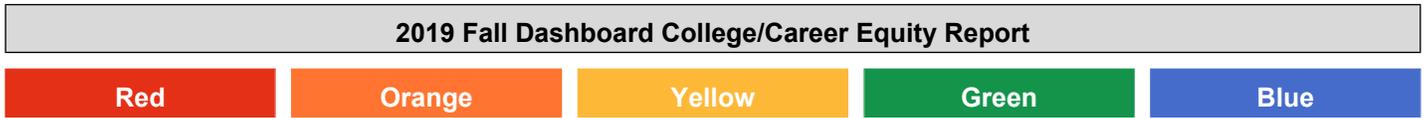
School and Student Performance Data

Academic Performance College/Career

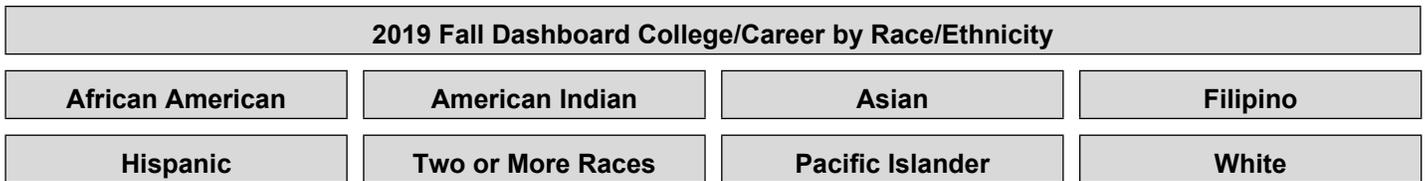
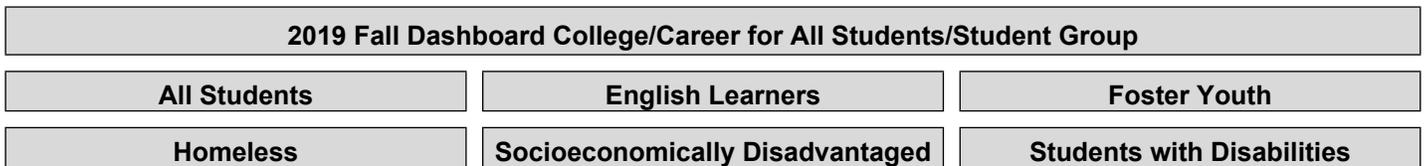
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

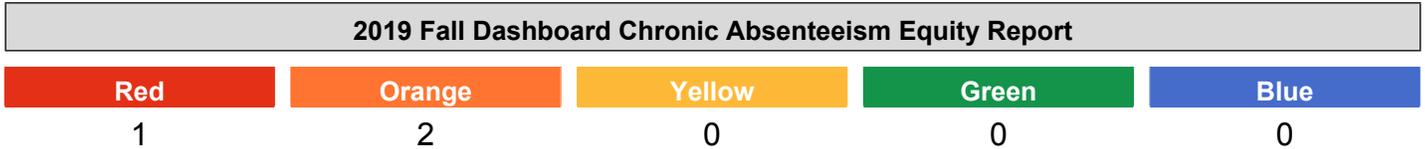
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red	 No Performance Color	 No Performance Color
14.1	18.8	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +12.9	Increased +18.8	1
163	32	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	13.8	23.5
9	Increased +12.3	Increased +23.5
	145	34

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13.3 Increased +6.2 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.3 Increased +13.6 140	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

1. We are in the red for chronic absenteeism. With a small population size, any student that is absent is affecting our data in a impactful way.
2. We need to educate our families and students about the harmful effects of being chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

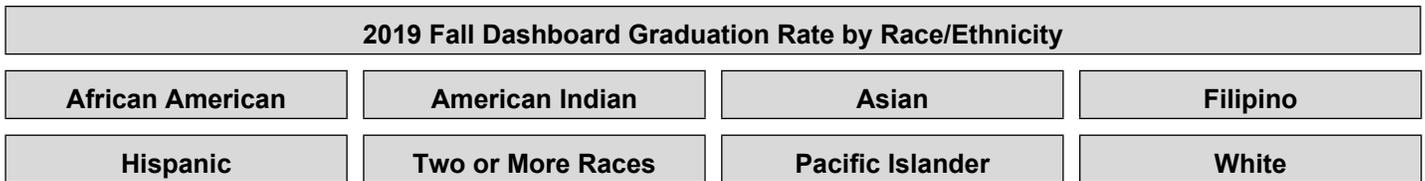
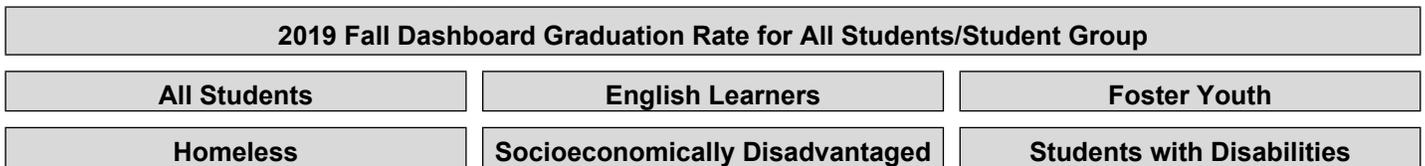
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

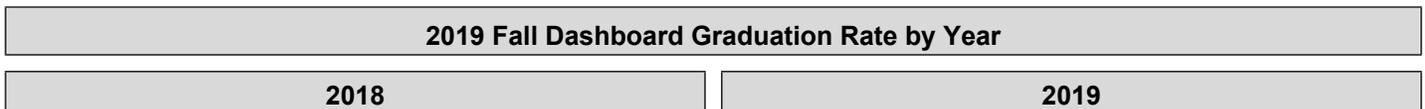
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

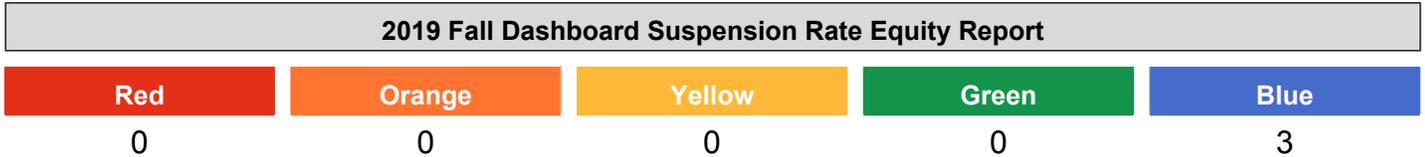
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0 Declined -0.6 163	<p>English Learners</p>  No Performance Color 0 Maintained 0 32	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 9	<p>Socioeconomically Disadvantaged</p>  Blue 0 Declined -0.7 145	<p>Students with Disabilities</p>  Blue 0 Maintained 0 34

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; margin: 5px 0;">0</div> Declined -7.1 15		 No Performance Color Less than 11 Students - Data <div style="text-align: center; margin: 5px 0;">1</div>	
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center; margin: 5px 0;">0</div> Maintained 0 140	 No Performance Color Less than 11 Students - Data <div style="text-align: center; margin: 5px 0;">3</div>		 No Performance Color Less than 11 Students - Data <div style="text-align: center; margin: 5px 0;">4</div>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	0

Conclusions based on this data:

1. We have been working on alternatives to suspension.
2. We are working on PBIS so that we have a positive culture at school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 95.0%	2020-21: 96.5%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$5,800

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,800

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #1.

Strategy/Activity #1: Ensuring appropriate teacher assignment. MSA-6 administration works closely with the Human Resource team to hire the best teaching staff. Our team uses EdJoin and Indeed digital platforms to seek for the talented teachers. When new teachers need to get their credential, our school supports this financially through the tuition reimbursement program and through

mentorship programs. Title II funds are used for teacher credentialing services for staff members pursuing additional credentials and/or degrees to further their development as an educator.

Strategy/Activity #2: At the beginning of this school year, we provided textbook and instructional materials for our students in order to meet their academic, technological and social-emotional needs. In the beginning of COVID-19 pandemic, a stakeholder survey was conducted to understand students' and parents' needs for distance learning and curriculum. Hot Spots and Chromebooks were provided and the curriculum can be accessed through Clever and Google Classroom. Technology support is provided through staff either remotely or in-person to ensure students are able to connect should issues arise.

Strategy/Activity #3: Our school staff strives to maintain a clean, safe, and inviting learning environment for our parents and students. We work with a cleaning company for disinfection and deep cleaning of the campus. Routine maintenance and inspections are conducted to ensure that the facility is meeting all requirements and in good repair.

Strategy/Activity #4: Our school ensures that all students have access to freshly prepared, nutritious foods for breakfast and lunch daily. During the pandemic and school closures, our school continued to provide meals to our students daily with a grab and go meal distribution method.

Strategy/Activity #5: We receive great support and services from our Home Office in the areas of academics, operations, technology, and finances.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes for this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 80%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 45.0	2020-21: 45.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ??.??% Hispanic: 42.42% White: 56.25%	2020-21: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ??.??% Hispanic: 42.42% White: 56.25%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard	2020-21: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%	2020-21: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard	2020-21: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: 52.6%	2020-21: 52.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 20.0%	2020-21: 20.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%	2020-21: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5863; Amount: \$4,558.96
- TeachBoost software fees: Resource: Title I, Part A (3010); Object: 5864; Amount: \$664

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

4,558.96	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Professional Development
664	Title I

5000-5999: Services And Other Operating Expenditures
TeachBoost software for staff evaluation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize 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.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (BrainPOP, IXL.com)

The following expenditures will be funded by the federal funds:

- Teacher & Admin stipends for Saturday school: Title I, Part A (3010); Object: 1100; Amount: \$16,500
- Teacher stipends for after school: Title I, Part A (3010); Object: 1100; Amount: \$18,158.80
- After school teachers' benefits: Title I, Part A (3010); Object: 1100; Amount: \$7,155.95
- Online intervention/enrichment programs: Title I, Part A (3010); Object: 4340; Amount: \$5,887

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher & Admin stipends for Saturday school

18,158.80	Title I 1000-1999: Certificated Personnel Salaries Teacher stipends for after school
7,155.95	Title I 3000-3999: Employee Benefits After school teachers' benefits
5,887	Title I 4000-4999: Books And Supplies Online intervention/enrichment programs (BrainPop, IXL.com)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and integrated ELD programs:

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

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$4,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
1000-1999: Certificated Personnel Salaries
School psychologist salary (partial)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our school invests in the professional development for all staff members and understands the importance of teacher preparation in order to close the curriculum and achievement gap. We allocated Title II funds for teachers' professional development for a quality distance learning program. Also, one of our teachers has started a master program for professional growth and will benefit from our tuition reimbursement program.

We understand that some special groups (students with learning disabilities, English learners) will experience learning difficulty during distance learning and decided to provide two additional academic programs which are after school tutoring and Saturday school. Our teachers work closely with students in small groups and close their learning loss during the after school tutoring and Saturday school.

With COVID-19 and distance learning challenges, our school invested in online programs such as Brain Pop, IXL.com in order to provide intervention/enrichment for students who need additional academic support. Teachers utilize these programs and strive to close students' curriculum gaps.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Expenditures associated with this action include the following: college/career related materials and activities such as parent college program.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. 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.

Expenditures associated with this action include the following: Mystery Science program fees, Robotics Club materials and competition fees, STEAM project materials, and STEAM Expo transportation fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and

self-expression through drawing and fine 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our school is offering a parent college program in order to increase parents' awareness regarding college-career readiness. Parents learn more about Common core system, high school and A-G requirements, college applications, public resources etc.

Our science teachers teach CA's new science standards (NGSS) and utilize virtual lab activities as part of our STEAM program. All the class activities and projects are designed to improve students' critical thinking skills.

With the pandemic's difficulties, Our PE teacher is taking a role as a health and wellness coach and do wellness check for his students. He is also providing live work out sessions twice a week in order to encourage our students and parents for a healthier life style.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes to the goal, annual outcomes, strategies or activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 25%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.95%	2020-21: 96.95%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 10.0%	2020-21: 10.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 83% Families: 90% Staff: 100%	2020-21: Students: 83% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 66% Families: 95% Staff: 81%	2020-21: Students: 66% Families: 95% Staff: 81%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

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

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Home visit stipends: Title I, Part A (3010); Object: 1100; Amount: \$3,000
- Parent college program staff stipends: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I 1000-1999: Certificated Personnel Salaries Home visit stipends
3,000	Title I 1000-1999: Certificated Personnel Salaries Parent college program staff stipends

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- CSUN Mitchell Family Clinic Counseling services: Resource: Title IV, Part A (4127); Object: 5800; Amount: \$6,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
5800: Professional/Consulting Services And Operating Expenditures
CSUN Mitchell Family Clinic Counseling services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds:

- Panorama Education survey fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$567

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

567

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Panorama Education survey fees

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

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

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are doing home visits and meeting with parents outside of their house with following social distancing. Our goal is to hear parents' voice and learn their needs (technology, distance learning, social-emotional needs etc). Based on parents' responses, we are providing the best support for their needs such as hotspots for internet, chromebook for online classes. In addition, we will continue to have SSC, ELAC, Grade level and coffee with the principal meetings virtually via Zoom. We will provide updates regarding school reopening plans and inform parents for school programs and resources.

We have started our parent college program in October. The purpose of this program is to provide a training for all parents in order to inform them about their child's education and available resources. Parents will learn about A-G requirements, Common core State standards, college applications etc. We believe that parents should have a vision for their child and need to be more knowledgeable about high school and college. Our students used to visit colleges (UCLA, USC) before the pandemic as part of our college and career readiness. With COVID-19, we plan on having a college-career week and provide virtual college visits in Spring. We are also planning on having guest speakers for a career day.

We value stakeholders' feedback and will conduct online surveys to hear their inputs and understand their challenges. We also would like to do wellness check and have our school psychologist follow up with parents, students and staff members for their needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our school would like to increase ADA and reduce chronic absenteeism. We will be communicating with parents more often regarding students' attendance and sending mails, emails and having virtual Zoom meetings.

We will be conducting more stakeholder surveys to do wellness check and understand stakeholders' concerns/challenges during distance learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,286.96
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,291.71

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$54,932.75
Title II Part A: Improving Teacher Quality	\$10,358.96
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$75,291.71

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$75,291.71

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	54,932.75
Title II Part A: Improving Teacher Quality	10,358.96
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,658.80
3000-3999: Employee Benefits	7,155.95
4000-4999: Books And Supplies	5,887.00
5000-5999: Services And Other Operating Expenditures	6,464.00
5800: Professional/Consulting Services And Operating Expenditures	11,125.96

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	40,658.80
3000-3999: Employee Benefits	Title I	7,155.95
4000-4999: Books And Supplies	Title I	5,887.00
5000-5999: Services And Other Operating Expenditures	Title I	664.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	567.00

5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4,558.96
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,800.00
Goal 2	56,924.71
Goal 4	12,567.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
John Terzi	Principal
Nasim Azari	Classroom Teacher
Jacob Theis	Classroom Teacher
Jae Lee	Classroom Teacher
Maria Huezo	Other School Staff
Norma Padilla	Parent or Community Member
Jenny Reyes	Parent or Community Member
Kimiko Sellors	Parent or Community Member
Olivia Kim	Secondary Student
Avril Cortes	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 3, 2020.

Attested:



Principal, John Terzi on December 3, 2020

SSC Chairperson, John Terzi on December 3, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 7	19-64733-0117655	November 17, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations.....7
 - Analysis of Current Instructional Program.....8
- Stakeholder Involvement 30
- Resource Inequities 30
- School and Student Performance Data 31
 - Student Enrollment..... 31
 - CAASPP Results..... 33
 - ELPAC Results 37
 - Student Population 40
 - Overall Performance 41
 - Academic Performance 42
 - Academic Engagement 48
 - Conditions & Climate..... 51
- Goals, Strategies, & Proposed Expenditures..... 53
 - Goal 1..... 53
 - Goal 2..... 59
 - Goal 3..... 69
 - Goal 4..... 75
- Budget Summary 83
 - Budget Summary 83
 - Other Federal, State, and Local Funds 83
- Budgeted Funds and Expenditures in this Plan 84
 - Funds Budgeted to the School by Funding Source..... 84
 - Expenditures by Funding Source 84
 - Expenditures by Budget Reference 84
 - Expenditures by Budget Reference and Funding Source 84
 - Expenditures by Goal..... 85
- School Site Council Membership 86
- Recommendations and Assurances 87
- Instructions..... 88

Instructions: Linked Table of Contents.....88
Purpose and Description.....89
Stakeholder Involvement.....89
Resource Inequities89
Goals, Strategies, Expenditures, & Annual Review90
Annual Review91
Budget Summary92
Appendix A: Plan Requirements94
Appendix B:.....97
Appendix C: Select State and Federal Programs99

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Spring 2020 Survey Participation Rates:

Student 98.2%

Family 99.6%

Staff 90.3%

We dropped in our participation rate for our students (-0.9%) and staff (-9.7%) as compared to 2019. Our family showed a significant increase of 16.3% in the survey participation rate. We believe that the amount of students and staff being sick and missing school and work have contributed to a lower participation rate in 2020. We also have one staff member who doesn't speak English so accessing and completing the survey is difficult due to the language barrier. Overall, more families participated via the paper survey compared to the email survey. Some did both which was difficult to monitor.

Spring 2020 Overall Satisfaction Rates:

Student 89%

Family 98%

Staff 93%

We met our school wide goal of 90% overall satisfaction rates for all stakeholder groups, except students, which we missed by 1%. Comparing Spring 2019 and Spring 2020, there was no change with student or family overall satisfaction rates and a 2% decrease in staff overall satisfaction. There were many changes for our staff this year, the biggest being a new administration team. This leadership change brought the implementation of two new instructional programs, policy changes and/or reinforcements, and more accountability for the entire team. Change is difficult, especially so many at once so I attribute the 2% decrease to this.

Average Student Approval Rates:

Climate of Support for Academic Learning - 78%

Knowledge and Fairness of Discipline, Rules and Norms - 80%

Safety- 62%

Sense of Belonging (School Connectedness) - 76%

Average Family Approval Rates:

Climate of Support for Academic Learning - 98%

Knowledge and Fairness of Discipline, Rules and Norms - 97%

Safety- 99%

Sense of Belonging (School Connectedness) - 98%

Average Staff Approval Rates:

Climate of Support for Academic Learning - 100%

Knowledge and Fairness of Discipline, Rules and Norms - 95%

Safety- 89%

Sense of Belonging (School Connectedness) - 89%

The changes in average approval rates from Spring 2019 to Spring 2020 were minimal. The student average approval rate dropped by 1%, the family's stayed the same, with no change, and the staff average approval rate declined 2%. With a change in leadership comes changes to policies and procedures, or a more consistent implementation of existing ones, so the slight decline in approval rates for students and staff could be attributed to this. We also had a lower staff participation rate which could have influenced the approval rate. We also had a challenging year with student discipline for 2nd-5th grade classes which I believe contributed to so many comments from all stakeholders regarding fair and consistent discipline and a lack of respect by students.

Strengths/Successes:

- Students approval rating for Knowledge and Fairness of Discipline, Rules and Norms increased 3 points since last year
- Family approval rating for Safety increased 1 point since last year
- Staff maintained an approval rating of 100% for the topic Climate of Support for Academic Learning

Highest Approval Rates:

The topics with the highest approval rates were Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms. We found this interesting since there were so many free response questions related to a need for improvements in discipline. Along those same lines, there were several free response comments by all stakeholders about feeling like they were part of a family and a connected community,

however the approval rating for Sense of Belonging (School Connectedness) was rather low for students and staff.

Identified Needs:

- Climate of Support for Academic Learning:

The student approval rating for this topic dropped by 4 points and was the lowest of the three stakeholder groups (78%). We honestly believe that many of the students did not fully understand what the questions under this topic were asking. For example, during the survey, several students asked about the question, "Do teachers go out of their way to help students?" They had a hard time understanding what "go out of their way" means and how this term is connected to support. This misunderstanding can affect the responses.

- Knowledge and Fairness of Discipline, Rules and Norms:

Although this was an area of concern for the free responses comments, the approval ratings were still rather high for all stakeholder groups for this topic. There was even a 3 point increase for students this year. There was a 5 point increase for students agreeing that students know the rules and a 9 point increase agreeing that they know how they're expected to act. There was a slight decrease by parents (3 points) and staff (3 points) in the question regarding discipline being fair

- Safety:

The low ratings for Safety by students and staff was alarming for us and something that we will look further into in order to address. We work hard to ensure our students, staff, and families feel safe at our school so we plan to discover more information about this and address accordingly. This was also the area where we saw the biggest drop, with a 5 point decrease in staff approval rating. And an alarming 18 point decrease for students stating they're afraid of being beaten up at school. We had no incidents of physical violence among students this year so we're not sure why this is such a fear among the students.

- Sense of Belonging (School Connectedness):

This topic was our second lowest approval rating area with students, 76%, families, 98% and staff, 89%. We found this interesting since there were so many free response questions related to a need for improvements in discipline. Along those same lines, there were several free response comments by all stakeholders about feeling like they were part of a family and a connected community, however the approval rating for this area was rather low for students and staff. The most concerning item was the staff survey question, "This school is a supportive and inviting place for staff to work" dropped 6 points. We have worked hard this year to make our staff feel they are supported and valued so this drop is concerning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

After concluding a year of informal, formal, and peer observations, the following areas were identified as our Focus Elements for the 2020-21 school year. Focus elements are the specific areas where we as a staff feel we could continue to develop and grow. Action plans and professional development will be prioritized in these areas as well.

1. Standard 3: Teacher understands and organizes subject matter for student learning

Element 12 - Coherency and Connections

2. Standard 5: Teacher sets the stage and effectively communicates learning expectations.

Element 17 - Articulation of learning objectives

Element 19 - Lesson significance and connections

3. Standard 7: Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Element 26 - Rubric & Feedback

Element 28 - Monitoring and communicating student growth

4. Standard 9: Teacher helps students become strategic learners and develop higher order thinking skills.

Element 35 - Cooperative learning and use of academic language

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-7 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-7 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-7 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-7 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-7 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-7, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-7 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-7 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-7 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-7 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-7 also monitors and evaluates teachers for their performance.

MSA-7 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-7 provides all staff with multiple opportunities to grow professionally. MSA-7 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-7 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-7 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-7 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-7 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-7 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-7 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-7 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-7 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-7 is organized into Professional Learning Communities by grade level. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-7, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-7's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Level Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

In addition to PLCs and Grade Level meetings, our ELD and SPED departments meet weekly with grade levels to discuss needs of students and supports for teachers.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and Social Emotional Learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-7 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-7 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-7's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-7 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-7 provides culturally and linguistically relevant materials for students. MSA-7 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-7 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-7 will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-7 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-7 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-7 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through NextGen Math, Xtra Math, Khan Academy, myON, and Accelerated Reader.

MSA-7 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-7 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-7's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Standards Plus, NextGen Math, Xtra Math, Khan Academy, myON, and Accelerated Reader. allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-7 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-7 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-7 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-7 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-7 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-7 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-7 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-7 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility

to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-7's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's curriculum
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON and Accelerated Reader
- NextGen Math/Xtra Math
- National Geographic
- 1:1 devices
- SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Saturday Learning Academy
- Co-taught classes
- Push-in support

- After school tutoring
- SSR

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of MSA-7's MTSSI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and instructional aides provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday Learning Academy: Students assigned to Saturday Learning Academy work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills

classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-7 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-7 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds meetings at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture,

background, children's talents and particular needs for the schools.

- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following:

- Certificated salaries and benefits for three instructional aides to support students
- Saturday School pay for teachers and administrator
- Home Visit stipends
- Parent Workshop supplies and stipends for staff leading workshops
- After school clubs and activities, supplies and stipends

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-7 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

- July 28, 2020
- August 13, 2020
- August 26, 2020
- October 14, 2020
- November 17, 2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	2.40%	3.8%	5.82%	7	11	17
Asian	6.16%	6.2%	5.14%	18	18	15
Filipino	4.11%	6.9%	6.16%	12	20	18
Hispanic/Latino	66.44%	67.7%	68.49%	194	197	200
Pacific Islander	0%	0%	0.34%	0	0	1
White	19.52%	14.4%	13.01%	57	42	38
Multiple/No Response	1.4%	1.0%	1.03%	4	3	3
Total Enrollment				292	291	292

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	52	72	68
Grade 1	52	47	57
Grade 2	29	57	54
Grade3	30	30	54
Grade 4	56	31	29
Grade 5	73	54	30
Total Enrollment	292	291	292

Conclusions based on this data:

1. We have a steady increase of Hispanic/Latino and African American student groups over the 3 year period.
2. We have a decrease of White student group over the 3 year period.
3. Our total enrollment has maintained over the 3 year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	67	87	87	22.9%	29.9%	29.8%
Fluent English Proficient (FEP)	53	50	44	18.2%	17.2%	15.1%
Reclassified Fluent English Proficient (RFEP)	20	25	12	27.0%	37.3%	13.8%

Conclusions based on this data:

1. 30% of our current student population are English Learners.
2. We have a steady decrease of FEP students over the 3 year period.
3. We had 13 less RFEP students from 18-19 to 19-20, which is a 23.5% drop.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	28	30	57	28	30	57	28	30	98.3	100	100
Grade 4	74	55	30	73	54	30	73	54	30	98.6	98.2	100
Grade 5	55	73	53	55	71	50	55	71	50	100	97.3	94.3
All	187	156	113	185	153	110	185	153	110	98.9	98.1	97.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2430.	2418.	2393.	31.58	17.86	16.67	15.79	35.71	10.00	29.82	17.86	40.00	22.81	28.57	33.33
Grade 4	2461.	2467.	2470.	21.92	27.78	20.00	20.55	25.93	33.33	27.40	20.37	30.00	30.14	25.93	16.67
Grade 5	2512.	2493.	2510.	16.36	21.13	18.00	38.18	25.35	32.00	27.27	19.72	26.00	18.18	33.80	24.00
All Grades	N/A	N/A	N/A	23.24	22.88	18.18	24.32	27.45	26.36	28.11	19.61	30.91	24.32	30.07	24.55

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	26.32	14.29	13.33	33.33	53.57	53.33	40.35	32.14	33.33	
Grade 4	15.07	25.93	23.33	52.05	46.30	53.33	32.88	27.78	23.33	
Grade 5	20.00	14.08	20.00	52.73	42.25	52.00	27.27	43.66	28.00	
All Grades	20.00	18.30	19.09	46.49	45.75	52.73	33.51	35.95	28.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.35	17.86	13.33	38.60	50.00	43.33	21.05	32.14	43.33
Grade 4	27.40	27.78	26.67	47.95	51.85	50.00	24.66	20.37	23.33
Grade 5	34.55	30.99	36.00	52.73	43.66	54.00	12.73	25.35	10.00
All Grades	33.51	27.45	27.27	46.49	47.71	50.00	20.00	24.84	22.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	14.29	16.67	68.42	67.86	76.67	15.79	17.86	6.67
Grade 4	9.59	11.11	23.33	67.12	72.22	70.00	23.29	16.67	6.67
Grade 5	9.09	8.45	12.00	74.55	63.38	66.00	16.36	28.17	22.00
All Grades	11.35	10.46	16.36	69.73	67.32	70.00	18.92	22.22	13.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.56	21.43	10.00	49.12	53.57	40.00	26.32	25.00	50.00
Grade 4	21.92	25.93	20.00	54.79	51.85	60.00	23.29	22.22	20.00
Grade 5	29.09	25.35	28.00	60.00	49.30	46.00	10.91	25.35	26.00
All Grades	24.86	24.84	20.91	54.59	50.98	48.18	20.54	24.18	30.91

Conclusions based on this data:

1. Over the period of 3 years, the 18-19 school year was our best year of highest percentage of above standard and at or near standard with the lowest percentage of below the standard in Listening.
2. Over the period of 3 years, our students decreased in percentage of above standard and at or near standard and increased in percentage below standard in Research/Inquiry.
3. Overall, all students in 18-19 decreased in percentage of met or exceed standards and increased in percentage of nearly met.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	28	30	58	28	30	58	28	30	100	100	100
Grade 4	74	55	30	74	54	30	74	54	30	100	98.2	100
Grade 5	55	73	53	55	71	52	55	71	52	100	97.3	98.1
All	187	156	113	187	153	112	187	153	112	100	98.1	99.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2424.	2443.	2400.	15.52	21.43	3.33	29.31	35.71	23.33	32.76	28.57	40.00	22.41	14.29	33.33
Grade 4	2465.	2460.	2487.	10.81	14.81	16.67	31.08	20.37	33.33	40.54	40.74	40.00	17.57	24.07	10.00
Grade 5	2484.	2468.	2474.	9.09	8.45	11.54	20.00	14.08	13.46	40.00	30.99	34.62	30.91	46.48	40.38
All Grades	N/A	N/A	N/A	11.76	13.07	10.71	27.27	20.26	21.43	37.97	33.99	37.50	22.99	32.68	30.36

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	22.41	35.71	10.00	46.55	39.29	50.00	31.03	25.00	40.00	
Grade 4	20.27	18.52	23.33	41.89	37.04	43.33	37.84	44.44	33.33	
Grade 5	18.18	12.68	9.62	30.91	30.99	36.54	50.91	56.34	53.85	
All Grades	20.32	18.95	13.39	40.11	34.64	41.96	39.57	46.41	44.64	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	32.14	13.33	53.45	53.57	40.00	24.14	14.29	46.67
Grade 4	21.62	18.52	30.00	48.65	46.30	53.33	29.73	35.19	16.67
Grade 5	14.55	12.68	13.46	54.55	42.25	46.15	30.91	45.07	40.38
All Grades	19.79	18.30	17.86	51.87	45.75	46.43	28.34	35.95	35.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	21.43	6.67	51.72	53.57	60.00	25.86	25.00	33.33
Grade 4	16.22	16.67	30.00	48.65	51.85	43.33	35.14	31.48	26.67
Grade 5	10.91	11.27	11.54	50.91	43.66	50.00	38.18	45.07	38.46
All Grades	16.58	15.03	15.18	50.27	48.37	50.89	33.16	36.60	33.93

Conclusions based on this data:

1. Overall all students in the 16-17 had the highest percentage of met/exceeded at 39%.
2. Over the period of 3 years, we had the highest decrease of percentage Above Standard in Problem Solving & Modeling/Data Analysis.
3. Over the period of 3 years, we had the highest percentage Below Standard in Concepts & Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1449.0	1420.7	1451.7	1428.1	1442.7	1403.3	21	28
Grade 1	1515.2	1459.1	1501.2	1457.9	1528.6	1459.7	17	18
Grade 2	1490.3	1528.1	1481.7	1510.0	1498.1	1545.6	11	14
Grade 3	*	*	*	*	*	*	*	9
Grade 4	1514.3	*	1502.0	*	1526.1	*	15	4
Grade 5	1534.9	1517.3	1540.2	1508.9	1529.1	1525.2	16	16
All Grades							82	89

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	35.71	*	42.86		7.14	21	28
1	70.59	16.67	*	38.89	*	38.89		5.56	17	18
2	*	35.71	*	50.00		14.29		0.00	11	14
3		*	*	*		*	*	*	*	*
4	*	*	80.00	*	*	*		*	15	*
5	*	12.50	*	56.25	*	18.75		12.50	16	16
All Grades	43.90	15.73	43.90	46.07	*	32.58	*	5.62	82	89

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.71	*	50.00	*	28.57	*	10.71	21	28
1	76.47	22.22	*	50.00	*	16.67		11.11	17	18
2	*	50.00	*	50.00	*	0.00		0.00	11	14
3	*	*		*		*	*	*	*	*
4	*	*	86.67	*		*		*	15	*
5	75.00	43.75	*	43.75		0.00		12.50	16	16
All Grades	54.88	28.09	35.37	44.94	*	19.10	*	7.87	82	89

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	14.29	*	17.86	*	57.14		10.71	21	28
1	64.71	22.22	*	22.22	*	38.89		16.67	17	18
2	*	35.71	*	50.00	*	0.00		14.29	11	14
3		*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	15	*
5	*	6.25	*	18.75	*	62.50	*	12.50	16	16
All Grades	37.80	15.73	28.05	26.97	30.49	44.94	*	12.36	82	89

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	66.67	3.57	*	89.29	*	7.14	21	28	
1	88.24	72.22	*	16.67	*	11.11	17	18	
2	*	57.14	*	42.86	*	0.00	11	14	
4	*	*	86.67	*		*	15	*	
5	*	18.75	*	62.50		18.75	16	16	
All Grades	59.76	29.21	34.15	60.67	*	10.11	82	89	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	14.29	66.67	75.00	*	10.71	21	28	
1	70.59	5.56	*	88.89	*	5.56	17	18	
2	*	42.86	*	57.14		0.00	11	14	
4	*	*	*	*		*	15	*	
5	100.00	75.00		12.50		12.50	16	16	
All Grades	60.98	31.46	35.37	60.67	*	7.87	82	89	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	57.14	78.57		14.29	21	28
1	88.24	33.33	*	50.00		16.67	17	18
2	*	21.43	*	64.29	*	14.29	11	14
4	*	*	*	*	*	*	15	*
5	*	12.50	*	68.75	*	18.75	16	16
All Grades	41.46	14.61	47.56	68.54	*	16.85	82	89

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	46.43	*	39.29		14.29	21	28
1	*	16.67	64.71	72.22		11.11	17	18
2	*	50.00	*	35.71		14.29	11	14
4	*	*	*	*		*	15	*
5	*	0.00	*	87.50		12.50	16	16
All Grades	45.12	28.09	53.66	60.67	*	11.24	82	89

Conclusions based on this data:

1. There is a higher percentage of level 3 & 4 in Oral Language than Written Language. (In 17-18, there was a 24% difference and in 18-19, there was a 30% difference)
2. Speaking Domain is the highest number students performing at a level of Well Developed.
3. There is a significant decrease of overall language level 4 from 17-18 to 18-19. (28% decrease)

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
291	72.5	29.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	29.9
Homeless	24	8.2
Socioeconomically Disadvantaged	211	72.5
Students with Disabilities	38	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.8
Asian	18	6.2
Filipino	20	6.9
Hispanic	197	67.7
Two or More Races	3	1.0
White	42	14.4

Conclusions based on this data:

1. 30% of student population is English Learners.
2. 72% of student population is Socioeconomically Disadvantaged.
3. 68% of student population is Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 376 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="766 506 854 537">Orange</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1263 506 1318 537">Blue</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="289 705 376 737">Yellow</p>		

Conclusions based on this data:

1. Our ELA Dashboard Performance Color is Orange.
2. Our Math Dashboard Performance Color is Yellow.
3. Our Suspension Dashboard Performance Color is Blue.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>7.7 points below standard</p> <p>Maintained ++1.1 points</p> <p>109</p>	<p>English Learners</p> <p>Orange</p> <p>24.1 points below standard</p> <p>Declined -6.7 points</p> <p>47</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.7 points below standard</p> <p>Increased ++8.2 points</p> <p>85</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>50.8 points below standard</p> <p>Maintained -0.5 points</p> <p>24</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.5 points below standard Increased ++3.1 points 81	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 62.9 points above standard Increased Significantly ++33.3 points 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.6 points below standard Increased Significantly ++18.3 points 25	43.5 points above standard Increased ++9.8 points 22	0.4 points below standard Increased ++6.1 points 55

Conclusions based on this data:

- Overall, all students are 7.7 points below the standard in ELA.
- Our white student population is 62.9 points above the standard with a +33.3 point increase.
- Our reclassified english learners are 43.5 points above the standard with an increase of +9.8 points.

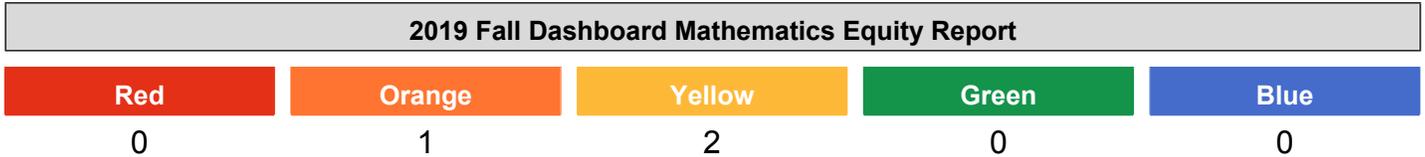
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 32.1 points below standard Increased ++3 points 110	<p>English Learners</p>  Orange 54.7 points below standard Maintained -1.9 points 48	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 43.8 points below standard Increased ++12.8 points 86	<p>Students with Disabilities</p>  No Performance Color 58.8 points below standard Increased ++12.2 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.8 points below standard Increased ++9.1 points 82			 No Performance Color 3.9 points above standard Increased ++3.5 points 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.2 points below standard Increased ++13 points 26	4.4 points below standard Increased ++13.6 points 22	17.8 points below standard Increased ++5.4 points 55

Conclusions based on this data:

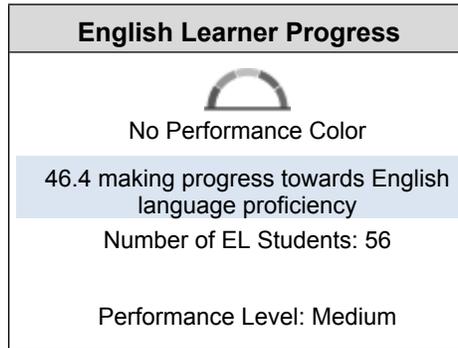
1. We are 32.1 points below the standard for all students.
2. Our socioeconomic disadvantaged student population made an increase of +12.8 points.
3. Our reclassified english learners are 4.4 points below the standard and increased +13.6.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.0	37.5	10.7	35.7

Conclusions based on this data:

1. 46.4% of EL students made progress towards EL proficiency. (26 out of 56)
2. 16% of our EL students decreased one ELPI level. (9 out of 56)
3. 37.5% of our EL students maintained their level. (21 out of 56)

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 13 Maintained -0.3 292	<p>English Learners</p>  Yellow 13.5 Declined -1.8 89	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color 35.7 Increased +20.3 28	<p>Socioeconomically Disadvantaged</p>  Orange 14.6 Increased +1 219	<p>Students with Disabilities</p>  Red 33.3 Increased +10.9 42

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.6 Maintained 0 18	 No Performance Color 5 Declined -3.3 20
Hispanic	Two or More Races	Pacific Islander	White
 Red 16.2 Increased Significantly +3.4 197	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 9.3 Declined -8.2 43

Conclusions based on this data:

1. We had a 13% chronic absenteeism rate for all students and a color of orange.
2. Our Hispanic and SWD student population is our two highest chronic absenteeism percentage rate and have the color red.
3. Our White student population made a -8.2% decline and has a color green.

School and Student Performance Data

Academic Engagement Graduation Rate

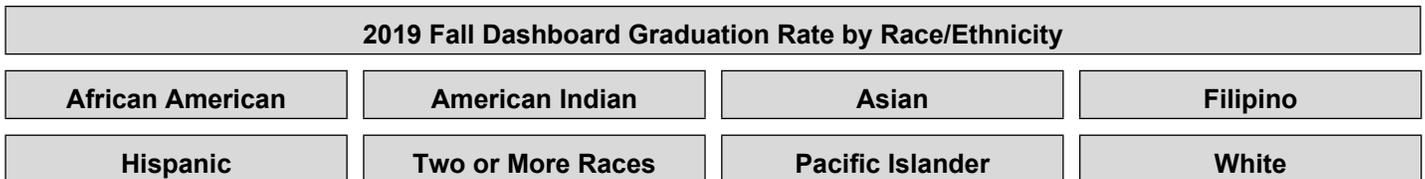
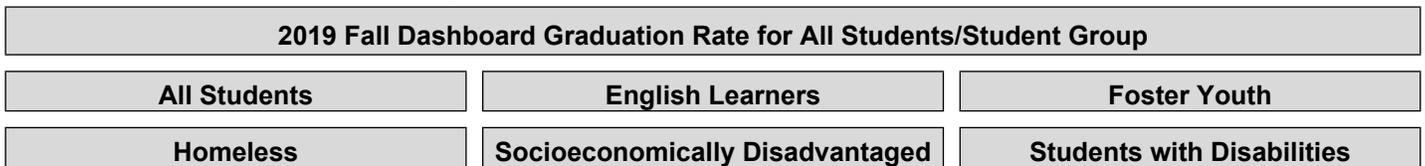
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

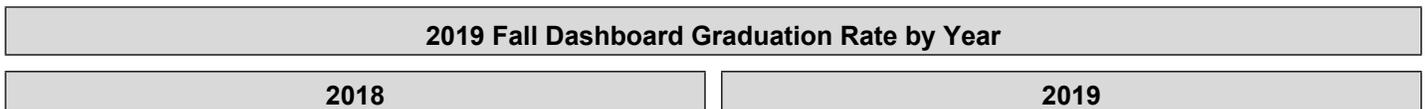
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

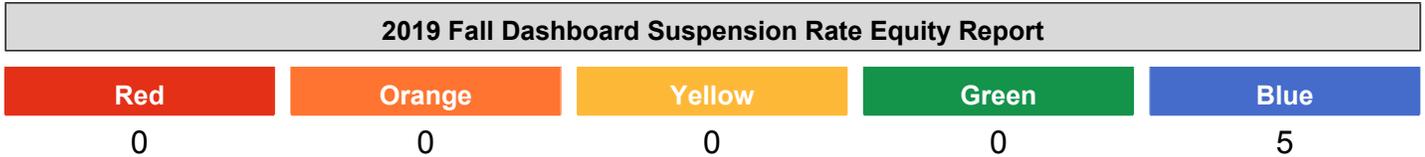
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>296</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>90</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>29</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>221</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>43</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> 11		 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 19	 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 198	 No Performance Color Less than 11 Students - Data 3		 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 44

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. We have a 0% suspension rate.
2. All students groups and race/ethnicity are at a blue color.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 96.5%	2020-21: 97.0%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, livescan/fingerprinting fees, and TB test fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$5,272.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,272.00

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #1.

- Strategy/Activity #1. Ensuring appropriate teacher assignment. MSA-7 leadership collaborates with the Human Resource team from the Home Office to recruit the best candidates. Outreach and platforms such as EdJoin and Indeed and community outreach are used to find candidates. MSA-7 also partners with local universities and colleges to identify a fit for the learning community. When teachers need to continue to work on their credentialing processes, the Charter School supports this financially through the tuition

reimbursement program and through mentorship programs. Title 2 funds are used for teacher credentialing services for staff members pursuing additional credentials and/or degrees to further their development as an educator. This year we are supporting our computer aide in pursuing a math credential and becoming a full time computer teacher for our school.

- Strategy/Activity #2. At the beginning of the school year, students are provided with textbook and instructional materials needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of school. At the start of the pandemic, outreach was conducted to ensure students have the tools necessary to access the online curriculum. Hot Spots and Chromebooks are provided and the curriculum can be accessed through Clever and Google Classroom. Technology support is provided through staff either remotely or in-person to ensure students are able to connect should issues arise.
- Strategy/Activity #3. The staff of MSA-7 strive to maintain a clean, safe, environmentally friendly, and inviting school for our stakeholders. Routine maintenance and inspections are conducted to ensure that the facility is meeting all requirements and in good repair.
- Strategy/Activity #4. MSA-7 ensures that all students have access to freshly prepared, nutritious foods for breakfast and lunch daily. During the pandemic and school closures, MSA-7 has continued to provide meals to our students at another MSA school site near our campus.
- Strategy/Activity #5. Magnolia Public Schools Home Office staff members provide supports and services to the school sites in the areas of academics, operations, technology, and finances.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at the time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal unless there is a need for more funding to be allocated to tuition reimbursement to meet the credentialing needs of our current teachers or future new hires.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 72%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 45.0	2020-21: 50.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 44.54% English Learners: 0.00% Socioeconomically Disadvantaged: 37.50% Students with Disabilities: 25.00% African American: ????% Hispanic: 34.57% White: 85.71%	2020-21: All Students: 48.00% English Learners: 5.00% Socioeconomically Disadvantaged: 41.00% Students with Disabilities: 30.00% African American: ????% Hispanic: 37.50% White: 87.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 7.7 points below standard English Learners: 24.1 points below standard Socioeconomically Disadvantaged: 21.7 points below standard Students with Disabilities: 50.8 points below standard Hispanic: 24.5 points below standard White: 62.9 points above standard	2020-21: All Students: 4.7 points below standard English Learners: 20.0 points below standard Socioeconomically Disadvantaged: 16.0 points below standard Students with Disabilities: 45.0 points below standard Hispanic: 20.0 points below standard White: 65.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 48.7% English Learners: 59.0% Socioeconomically Disadvantaged: 45.4%	2020-21: All Students: 49.0% English Learners: 60.0% Socioeconomically Disadvantaged: 46.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 44.0% African American: ?.?% Hispanic: 44.6% White: 45.5%	Students with Disabilities: 46.0% African American: ?.?% Hispanic: 46.0% White: 46.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 32.14% English Learners: 3.45% Socioeconomically Disadvantaged: 25.61% Students with Disabilities: 25.00% African American: ?.??% Hispanic: 24.10% White: 57.14%	2020-21: All Students: 35.0% English Learners: 8.00% Socioeconomically Disadvantaged: 29.00% Students with Disabilities: 30.00% African American: ?.??% Hispanic: 28.00% White: 58.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 32.1 points below standard English Learners: 54.7 points below standard Socioeconomically Disadvantaged: 43.8 points below standard Students with Disabilities: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard	2020-21: All Students: 28.1 points below standard English Learners: 51.0 points below standard Socioeconomically Disadvantaged: 40.8 points below standard Students with Disabilities: 54.5 points below standard Hispanic: 42.0 points below standard White: 7.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 33.3% English Learners: 33.3% Socioeconomically Disadvantaged: 31.6% Students with Disabilities: 30.8% African American: ?.?% Hispanic: 30.3% White: 34.8%	2020-21: All Students: 50.0.2% English Learners: 50.0% Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 50.0% African American: ?.?% Hispanic: 50.0% White: 50.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: 46.4%	2020-21: 49.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 13.3%	2020-21: 14.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 34.62% English Learners: 6.25% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: ?.% African American: ?.% Hispanic: 25.00% White: ?.%	2020-21: All Students: 37.00% English Learners: 10.0% Socioeconomically Disadvantaged: 27.00% Students with Disabilities: ?.% African American: ?.% Hispanic: 29.00% White: ?.%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$6,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

6,000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional Development
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize 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, small groups, 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.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school and Summer School, NWEA MAP testing fees, Illuminate DnA fees, and evidence-bases supplemental intervention/enrichment program fees (Accelerated Reader, BrainPop, NextGen Math, Spelling City, Learning A-Z).

The following expenditures will be funded by the federal funds:

- Instructional aide salaries: Resource: Title I, Part A (3010); Object: 2100; Amount: \$40,128
- Instructional aide health and retirement benefits: Resource: Title I, Part A (3010); Object: 3102; Amount: \$15,125
- Teacher stipends for after school: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,610
- Teacher stipends for Saturday School: Resource: Title I, Part A (3010); Object: 1100; Amount: \$16,800

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,128

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Instructional aide salaries

15,125

Title I
3000-3999: Employee Benefits

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$10,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
2000-2999: Classified Personnel Salaries
School psychologist salary (partial)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #2.

- Strategy/Activity #1: MSA-7 provides and implements rigorous and relevant curriculum, professional development, and data analysis to measure student outcomes to inform instructional practices that will close the achievement gap.

The usage of NWEA MAP assessment and the CAASPP IABs alongside the data collected from McGraw Hill core curriculum assessments has allowed for the school team to put practices in place that lead to academic growth for the students.

- Strategy/Activity #2: MSA-7 values the professional development of all staff members and understands the importance of teacher preparation in order to close the achievement gap. Title 2 funds are used for new teachers' induction programs, and required credential certifications such as EL authorization as needed. The teacher induction program can help new teachers improve practice, learn professional responsibilities, and ultimately positively affect student learning. This year MSA-7 is supporting three teachers with their further professional growth.
- Strategy/Activity #3: MSA-7 developed two MTSS coordinator positions to support administration and teaching staff to implement a framework that provides targeted support to struggling students. The team screens all students and aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Intervention practices include additional tutoring sessions by teaching staff, Saturday School, and instructional aides for every grade level to provide small group and individualized support to students in core subject areas. Title I funds are used to pay for these additional expenses.
- Strategy/Activity #4: MSA-7 has an EL Coordinator/Teacher is responsible to implement, demonstrate, and coordinate the ELD literacy program in compliance with the EL Master Plan of MPS, and abide by state and federal guidelines. Consistency in the teaching role has increased the effective implementation of ELPAC assessment, professional development to increase student preparation and increase in EL student progress.
- Strategy/Activity #5: The School Psychologist is a uniquely qualified member of the school team that supports students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. The ability to research and train teaching staff during a sensitive moment is vital to ensure student needs are being met. A portion of our School Psychologist's salary is paid through Title IV funds. Our psychologist works directly with our SPED team to provide DIS counseling services to students with social emotional IEP goals, as well as supports the school with other needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

-Strategy/Activity #3: More money was budgeted for Saturday School than what ended up being needed due to the school closure in March caused by the COVID-19 pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional support sessions have been created to support student learning loss, this includes additional teacher time to support with extra tutoring sessions and Saturday School. Routine implementation of IABs as unit plans to effectively measure student growth has been put into place. This process has been built out, but effectiveness has not been fully measured due to the COVID-19 pandemic. 2020-21 will be an indicator of success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 0%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Expenditures associated with this action include the following: college/career related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. 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 activities and clubs, such as Code.org activities, Lego clubs, 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.

Expenditures associated with this action include the following: Mystery Science program fees, Robotics Club materials and competition fees, STEAM project materials, and STEAM Expo transportation fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and

self-expression through drawing and fine 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #3.

- Strategy/Activity #1: Before the COVID-19 pandemic became a reality, students were provided with opportunities to visit colleges and inspire a college and career readiness culture. During the current school closure and virtual learning environment, field trips have been eliminated meaning no in person college visits but virtual campus tours have occurred, as well as a virtual College & Career Week for all students to participate in.
- Strategy/Activity #2: MSA-7 has steadily increased and improved its STEAM programs over the years. The development of two STEAM coordinator positions, one to focus on arts integration and one to focus on STEM programs, has helped build a more comprehensive STEAM program for our students which includes the addition of the Mystery Science program, school-wide STEAM challenges, participation in the MPS STEAM Expo, and the addition of a Robotics Club for upper grade students. Annual GATE testing also occurs to help identify students who need additional cognitive enrichment and development.
- Strategy/Activity #3: Blended Learning has become a larger part of MSA-7's instructional program over the past few years with more focus on Project Based Learning, the implementation of a Guided Math program, and the addition or more Chromebook devices for student access. Due to the requirements of Virtual Learning during the Pandemic,

teachers and students have had to become much more familiar with online learning platforms and programs that will most likely remain a part of their everyday learning and teaching upon the return to school. Digital citizenship has been taught during weekly computer classes as well as in the student's main classroom and is part of the teacher's management system and procedures. During the transition to Distance Learning, the PBIS team developed a virtual learning behavior matrix to ensure students are aware of expectations and appropriate behaviors. This has also been shared with families through newsletters, meetings, etc.

- Strategy/Activity #4: Last year MSA-7 hired a single-subject PE teacher in an effort to make the student's PE classes more meaningful and prepare them for future PE courses as well as a long, healthy, and physical life. CA State PE Standards are taught to students weekly using the necessary equipment. With the transition to Distance Learning, teaching PE effectively has been a challenge but is occurring with modifications to the existing program.
- Strategy/Activity #5: MSA-7 has a variety of after school club offerings: STEAM club, Art, Gardening, Coding, Robotics, Music, etc. Clubs are similar to electives for secondary students and give students avenues for choice and can function as vehicles for core content standards. STEAM and College/Career focuses field trips are also an important part of our school program. Every grade level takes at least two field trips a year (pre-COVID closure). Although the budget is tight, MSA-7 is committed to offering these choices that expand student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Strategy/Activity #1 & #2: More money was budgeted for field trips and STEAM Expo activities than was used due to school closure caused by COVID-19 Pandemic.

No Title funds were budgeted or used to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Strategy/Activity #1: The COVID-19 Pandemic has lead to the alteration of this goal. MSA Bell will make an effort to adjust and ensure students are exposed to the college experience and environment.
- Strategy/Activity #2: Many of the extracurricular programs and activities we offer to students have been paused or modified due to the the COVID-19 Pandemic. More time has been invested to ensure students are grouped appropriately to receive intervention and enrichment during after school programs. Efforts to mitigate learning loss has included additional tutoring time, Saturday School and Summer School. LLM funds will provide the resources for these actions.
- Strategy/Activity #4: MSA-7 PE staff will need to create internal methods and goals to ensure students are reaching acceptable outcomes in the area of physical fitness and health. The state has suspended PFT reporting.
- Strategy/Activity #5: Many of the after school clubs have been paused or modified due to the school closure and all field trips have been suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 7	2020-21: 7
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 10	2020-21: 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 16.8%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 95.31%	2020-21: 96.0%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 11.5%	2020-21: 10.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.00%	2020-21: 0.00%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 98.2% Families: 99.6% Staff: 90.3%	2020-21: Students: 95.0% Families: 90.0% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 74% Families: 98% Staff: 93%	2020-21: Students: 76% Families: 99% Staff: 94%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

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

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, teacher stipends to lead Parent Workshop programs, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$5,000
- Teacher stipends to lead Parent Workshop programs: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 5000-5999: Services And Other Operating Expenditures Homevisit Compensation
3,000	Title I 1000-1999: Certificated Personnel Salaries Teacher Stipends to lead Parent Workshop Programs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

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

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #4.

- Strategy/Activity #1: In collaboration with leadership and teaching staff and other stakeholders a calendar is created and articulated to all stakeholders of the various meetings: ELAC, SSC, PAC, PTF. This ensures that the meetings are arranged to allow for stakeholder feedback in the development of school plans.
- Strategy/Activity #2: MSA-7 creates a school calendar with all student and parent events scheduled and shares with stakeholders at the start of the new school year through Parent Square, mailings, and website. Furthermore, the COVID-19 pandemic has altered our support staff's role to reach out to families to ensure school platforms are accessible. This

process is ongoing as well as tutorials for staff, students, and families in order to ensure the tools are accessible and used appropriately. Additionally, the support staff outreach served as a process to identify family immediate needs during the pandemic to ensure the learning continuum. Parent Workshops are also an important part of our school community, many of which are led by own teachers and staff members. Topics include, SEL, instructional strategies, technology support and more. Another program MSA-7 has to build school to home connection is the Home Visit program where staff members arrange a scheduled time to visit a student's home. Due to the COVID-19 Pandemic, home visits have not been able to occur since last March. However, a virtual Home Visit policy was just adopted by the MPS Board and will be effective immediate in order to get this vital program up and running again.

- Strategy/Activity #3: During the school year, MSA-7 collects vital information from families in order to identify potential needs and ensure students have everything necessary to start their school year. The Dean of Student works with support staff and other stakeholders to reach out to families to ensure all tools and resources are available for connectivity and learning continuum. Dean of Student leads the effort to conduct an SEL survey at least 2 times per

year and performs data analysis with the MTSS team in order to make informed decisions at a schoolwide level. MSA-7 also has a PBIS team that helps develop and implement positive reinforcement structures in an effort to limit discipline issues and maintain our zero percent suspension and expulsion rate.

- Strategy/Activity #4: The annual survey is lead by the MPS Director of Outreach & Community Engagement, a collaborative effort is conducted with school leadership to ensure systems are in place to maximize participation across all stakeholders. MSA-7 administration analyzes the data to inform the decision making for the following school year or address immediate needs and shares data results with all stakeholders.
- Strategy/Activity #5: No expenses associated with this action however, MSA-7 staff members do work hard to build community relationships and partnerships and do outreach to support our community. Currently we have partnerships with organizations that provide free or low cost tutoring, mental health services, and parent workshops.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

-Strategy/Activity #2: More money was budgeted for Home Visits than was used due to school closure caused by COVID-19 Pandemic. Funds were used to purchase a social emotional learning program called the Zones of Regulation to address SEL concerns and funds were used to provide year-long support and PD to the PBIS team in order to address needs that arise during Distance Learning or upon return to campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- PAC meetings might be conducted more regularly in order to address concerns such as Distance Learning, small group support, hybrid/in-person instruction.
- Parent involvement events will be adjusted to a virtual platform in order to abide by the Los Angeles County Public Health Department guidelines.

- ADA rate will continue to be monitored based on the state and local guidelines for distance learning and hybrid learning models. Additionally, student engagement will be tracked to ensure that students are learning and learning loss is mitigated due to the pandemic.
- Survey participation will be adjusted to meet the guidelines of the Los Angeles County Public Health Department. Adjustments will be determined in the future to ensure a high level of participation from all stakeholders.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$104,935.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,935.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$83,663.00
Title II Part A: Improving Teacher Quality	\$11,272.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$104,935.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$104,935.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	83,663.00
Title II Part A: Improving Teacher Quality	11,272.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,410.00
2000-2999: Classified Personnel Salaries	50,128.00
3000-3999: Employee Benefits	15,125.00
5000-5999: Services And Other Operating Expenditures	16,272.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	23,410.00
2000-2999: Classified Personnel Salaries	Title I	40,128.00
3000-3999: Employee Benefits	Title I	15,125.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	11,272.00
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,272.00
Goal 2	91,663.00
Goal 4	8,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Meagan Wittek	Principal
Jennifer Rivera	Classroom Teacher
Alexandria Melloy	Classroom Teacher
Anita Padilla	Classroom Teacher
Melin Ozkay	Other School Staff
Lisa Highcove	Parent or Community Member
Tatiana Andrade	Parent or Community Member
Adriana Mellado	Parent or Community Member
Emmalee Garcia	Parent or Community Member
Haava Terzi	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 17, 2020.

Attested:

Principal, Meagan Wittek on November 17, 2020

SSC Chairperson, Lisa Highcove on November 17, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy Bell	19-64733-0122747	November 3, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 28
- Resource Inequities 28
- School and Student Performance Data 29
 - Student Enrollment..... 29
 - CAASPP Results..... 31
 - ELPAC Results 35
 - Student Population..... 37
 - Overall Performance 38
 - Academic Performance 39
 - Academic Engagement..... 45
 - Conditions & Climate..... 48
- Goals, Strategies, & Proposed Expenditures..... 50
 - Goal 1..... 50
 - Goal 2..... 56
 - Goal 3..... 66
 - Goal 4..... 72
- Budget Summary 80
 - Budget Summary 80
 - Other Federal, State, and Local Funds 80
- Budgeted Funds and Expenditures in this Plan 81
 - Funds Budgeted to the School by Funding Source..... 81
 - Expenditures by Funding Source 81
 - Expenditures by Budget Reference 81
 - Expenditures by Budget Reference and Funding Source 81
 - Expenditures by Goal..... 82
- School Site Council Membership 83
- Recommendations and Assurances 84
- Instructions..... 85

Instructions: Linked Table of Contents.....85
Purpose and Description.....86
Stakeholder Involvement.....86
Resource Inequities86
Goals, Strategies, Expenditures, & Annual Review87
Annual Review88
Budget Summary89
Appendix A: Plan Requirements91
Appendix B:.....94
Appendix C: Select State and Federal Programs96

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feels, and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules, and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of the results from the surveys:

- Participation Rates: 97% (students); 87.3% (families); 100% (staff)
- Approval Rates: 70% (students); 96% (families); 88% (staff)
- Overall Satisfaction Rates: 82% (students); 96% (families); 95% (staff)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, a collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator with respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

- Teacher Overall Performance Score: 82% (Effective Range); 10 (HE), 8 (E), 2 (D)
- Informal Observations: 65 total; 32 peer observations

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Bell also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-Bell administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-Bell teachers have access to the publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, MyOn, and MAP. MSA-Bell utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-Bell are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-Bell, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan the next units and redeliver instruction.

MSA-Bell teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-Bell conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-Bell teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The number of vacant teacher positions at MSA-Bell is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through a needs assessment. MSA-Bell also monitors and evaluates teachers for their performance.

MSA-Bell provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college-level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Bell provides all staff with multiple opportunities to grow professionally. MSA-Bell assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-Bell determines common staff development days and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through a needs assessment. MSA-Bell monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations, and formal evaluation.

MSA-Bell continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-Bell also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-Bell uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-Bell uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations, and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-Bell will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification, and other programs that are funded by various sources, including Title-II.

MSA-Bell evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as a basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-Bell is organized into Professional Learning Communities by grade level and departments. PLCs seeks to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Bell, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Bell's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member of an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school-wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-Bell as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-Bell program is a flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Bell's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have a reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-Bell annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-Bell provides culturally and linguistically relevant materials for students. MSA-Bell also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During an intervention, teachers use educational materials that provide a review, re-teach, and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, and Accelerated Reader and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Bell has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-Bell will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports aligns with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally, and behaviorally, and create a climate of academic success, MSA-Bell recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-Bell implements a positive behavior support program. Program expectations require students to be Safe, Responsible, and Respectful. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed-upon norms, build relationships, learn pro-social behaviors, improve academics, and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Bell has the ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments, and other program data through Khan Academy, myON, and StudySync.

MSA-Bell utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Bell program is a flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Bell's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have a reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During an intervention, teachers use educational materials that provide a review, re-teach, and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, and Accelerated Reader and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Bell has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-Bell uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data

- Data related to SBAC results and Spring NWEA MAP data from the previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP

Equitable Access to the Curriculum:

MSA-Bell utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Bell supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Bell fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and serve students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the Learning Management System (Summit Learning Platform) allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is set up such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports - In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Bell contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Bell deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low-income students:

The instructional design of MSA-Bell addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring, and free eligibility to after school social, academic, and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs,

parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Bell's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high-quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support, and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions, and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated, and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program, students earn rewards for desired behaviors. Assemblies, student surveys, and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming
- Khan Academy
- BrainPOP ESL
- myON
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday, and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting, and monitoring.

Students not making adequate progress with Tier 1 interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic needs. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners includes search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically, and emotionally unresponsive students.

In Tier 3 of the MSA-Bell's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note-taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Supports ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents, and the community to improve student academic achievement, MSA-Bell provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-Bell uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics, and records of students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents on how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of the school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support

the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials, and other in-service training held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights into students. They can provide a new understanding of students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicit information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals, and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of the parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If an SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers, and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If an SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs, and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and state

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents, and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents, and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with their parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as-needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: Certificated Staff \$75,212.00, Classified Staff \$45,000.00, Cost of Benefits \$30,595.48, Cost of Books and Supplies \$20,064.00, Cost of Operation Expense \$5,600.00

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-Bell strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings: 10/1/2020, 11/3/2020, 12/1/2020, 1/12/2021, 2/2/2021, 3/2/2021, 4/6/2021, and 5/4/2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	0%	0%	0.21%	0	0	1
Asian	0.8%	1.1%	1.24%	4	5	6
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	91%	90.2%	89.63%	444	425	432
Pacific Islander	0%	0%	0%	0	0	0
White	8.0%	8.3%	8.51%	39	39	41
Multiple/No Response	0.2%	0.4%	0.41%	1	2	0
Total Enrollment				488	471	482

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	137	129	126
Grade 7	184	159	202
Grade 8	167	183	154
Total Enrollment	488	471	482

Conclusions based on this data:

1. Total enrollment for the past 3 years have been consistent averaging 480 students.
2. Grade 7 and Grade 8 alternate total cohorts every other year. For example, 2019-20 Grade 7 - 6 cohorts and 8th grade - 5 cohorts; 2020-21 Grade 7 - 5 cohorts and Grade 8 - 6 cohorts.
3. Grade 6 has 4 cohorts. This is due to the fact that several elementary that feed in the neighborhood have 6th grade students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	63	58	64	12.9%	12.3%	13.3%
Fluent English Proficient (FEP)	309	278	260	63.3%	59.0%	53.9%
Reclassified Fluent English Proficient (RFEP)	32	12	5	42.7%	19.0%	8.6%

Conclusions based on this data:

1. EL and RFEP students are consistent from year to year.
2. Reclassification of students demonstrated a decline due to the change of reclassification process, introduction of the ELPAC. (strong elements for reclassification)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	170	136	128	170	136	128	170	136	128	100	100	100
Grade 7	162	186	156	161	186	156	161	186	156	99	100	100
Grade 8	165	163	178	165	163	178	165	163	178	100	100	100
All	497	485	462	496	485	462	496	485	462	99.7	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2512.	2484.	2505.	12.94	7.35	9.38	27.06	23.53	35.16	36.47	24.26	26.56	23.53	44.85	28.91
Grade 7	2542.	2530.	2530.	11.80	10.22	9.62	34.78	35.48	28.85	28.57	24.73	35.26	24.84	29.57	26.28
Grade 8	2549.	2531.	2557.	6.06	5.52	11.80	42.42	27.61	34.27	29.70	34.36	32.02	21.82	32.52	21.91
All Grades	N/A	N/A	N/A	10.28	7.84	10.39	34.68	29.48	32.68	31.65	27.84	31.60	23.39	34.85	25.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.18	7.35	14.06	54.12	40.44	48.44	34.71	52.21	37.50
Grade 7	14.29	14.52	14.10	45.34	48.92	51.92	40.37	36.56	33.97
Grade 8	17.58	12.27	22.47	47.88	38.04	42.13	34.55	49.69	35.39
All Grades	14.31	11.75	17.32	49.19	42.89	47.19	36.49	45.36	35.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.59	12.50	15.63	55.88	40.44	58.59	23.53	47.06	25.78
Grade 7	29.19	25.27	17.31	50.93	46.24	56.41	19.88	28.49	26.28
Grade 8	18.79	15.95	19.66	57.58	56.44	56.18	23.64	27.61	24.16
All Grades	22.78	18.56	17.75	54.84	48.04	56.93	22.38	33.40	25.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.82	11.76	10.16	72.94	61.03	64.06	18.24	27.21	25.78
Grade 7	9.94	6.99	5.13	65.22	66.13	70.51	24.84	26.88	24.36
Grade 8	10.91	8.59	8.99	73.33	61.35	74.72	15.76	30.06	16.29
All Grades	9.88	8.87	8.01	70.56	63.09	70.35	22.38	28.04	21.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	24.71	15.44	19.53	32.92	52.94	49.22	20.61	31.62	31.25
Grade 7	32.92	26.34	20.51	46.58	53.23	57.69	20.50	20.43	21.79
Grade 8	20.61	21.47	26.40	49.70	51.53	47.19	29.70	26.99	26.40
All Grades	26.01	21.65	22.51	48.59	52.58	51.30	25.40	25.77	26.19

Conclusions based on this data:

1. Practices ensuring all students are present and complete the state assessment are strong. (strong systems)
2. 2017-18 had a drop in achievement compared to the other years. Emphasized the importance of creating systems for learning continuum should classroom teacher change from time to time.
3. 1/4 of the student population scores below standards in each of the areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	170	136	128	170	136	128	170	136	128	100	100	100
Grade 7	162	186	156	161	186	155	161	186	155	99.4	100	99.4
Grade 8	165	163	178	165	163	178	165	163	178	100	100	100
All	497	485	462	496	485	461	196	485	461	99.8	100	99.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2489.	2469.	2478.	8.24	8.09	10.16	14.71	11.76	13.28	35.88	25	31.25	41.18	55.15	45.31
Grade 7	2503.	2507.	2499.	6.83	8.06	10.97	19.88	18.89	12.90	27.33	35.48	32.26	45.96	36.56	43.87
Grade 8	2498.	2478.	2505.	6.67	9.82	8.99	10.91	9.82	15.17	32.73	19.63	23.60	49.70	60.74	52.25
All Grades	N/A	N/A	N/A	7.26	8.66	9.98	15.12	14.23	13.88	32.06	27.22	28.63	45.56	49.90	47.51

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	9.41	11.03	14.06	34.12	23.53	29.69	56.47	65.44	56.25	
Grade 7	14.29	16.13	16.77	32.30	33.87	25.16	53.42	50	58.06	
Grade 8	8.48	10.43	12.92	26.67	22.70	24.16	64.85	66.87	62.92	
All Grades	10.69	12.78	14.53	31.05	27.22	26.03	58.27	60	59.44	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.41	8.09	10.16	49.41	39.71	39.06	41.18	52.21	50.78
Grade 7	8.70	10.22	10.32	48.45	48.39	42.58	42.86	41.40	47.10
Grade 8	10.91	12.27	14.04	38.79	39.26	41.57	50.30	48.47	44.38
All Grades	9.68	10.31	11.71	45.56	42.89	41.21	44.76	46.80	47.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.18	11.03	12.50	40.00	38.24	38.28	48.82	50.74	49.22
Grade 7	13.66	12.37	12.26	52.17	63.44	61.29	34.16	24.19	26.45
Grade 8	9.09	10.43	8.43	49.70	38.65	52.25	41.21	50.92	39.33
All Grades	11.29	11.34	10.85	47.18	48.04	51.41	41.53	40.62	37.74

Conclusions based on this data:

1. Consistency in math teaching staff is show small incremental gains.
2. Concepts and Procedures is the area of greatest need, as a little more than half the students are Below Standard.
3. Continual exploration of promising practice is essential in order to achieve greater growth.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1507.5	1524.4	1507.7	1536.3	1506.9	1512.2	17	18
Grade 7	1500.0	1536.5	1491.8	1540.6	1507.6	1531.8	20	20
Grade 8	1492.9	1530.4	1469.0	1538.4	1516.6	1522.0	14	22
All Grades							51	60

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	16.67	*	38.89	*	27.78	*	16.67	17	18
7	*	10.00	*	55.00	55	25.00	*	10.00	20	20
8	*	9.09	*	27.27	*	50.00	*	13.64	14	22
All Grades	*	11.67	33.33	40.00	43.14	35.00	*	13.33	51	60

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	44.44	*	44.44	*	0.00	*	11.11	17	18
7	*	45.00	*	35.00	*	15.00	*	5.00	20	20
8	*	22.73	*	45.45	*	27.27	*	4.55	14	22
All Grades	25.49	36.67	41.18	41.67	23.52	15.00	*	6.67	51	60

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.11	*	0.00	*	55.56	*	33.33	17	18
7	*	5.00	*	20.00	*	50.00	*	25.00	20	20
8	*	4.55	*	4.55	*	40.91	*	50.00	14	22
All Grades	*	6.67	*	8.33	35.29	48.33	45.10	36.67	51	60

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.11	64.71	77.78	*	11.11	17	18
7	*	5.00	75.00	75.00	*	20.00	20	20
8	*	4.55	*	59.09	*	36.36	14	22
All Grades	21.57	6.67	66.67	70.00	*	23.33	51	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	72.22	*	16.67	*	11.11	17	18
7	*	60.00	65.00	35.00	*	5.00	20	20
8	*	63.64	*	31.82	*	4.55	14	22
All Grades	43.14	65.00	45.10	28.33	*	6.67	51	60

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.11	*	11.11	76.47	77.78	17	18
7	*	10.00	*	30.00	90.00	60.00	20	20
8	*	4.55	*	31.82	*	63.64	14	22
All Grades	*	8.33	*	25.00	78.43	66.67	51	60

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	16.67	94.12	77.78	*	5.56	17	18
7	*	10.00	85.00	85.00	*	5.00	20	20
8	*	0.00	*	86.36	*	13.64	14	22
All Grades	*	8.33	82.35	83.33	*	8.33	51	60

Conclusions based on this data:

1. Students are demonstrating favorable improvement when grade cohorts year-to-year.
2. Number of students needing EL services is increasing. This is due to the changing system for reclassification and professional development for staff is a growing need to accommodate the increase.
3. Reading Comprehension is the greatest area of need for our students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
471	84.3	12.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	12.3
Homeless	11	2.3
Socioeconomically Disadvantaged	397	84.3
Students with Disabilities	52	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	5	1.1
Hispanic	425	90.2
Two or More Races	2	0.4
White	39	8.3

Conclusions based on this data:

1. The community of Bell and MSA Bell have a similar demographic breakdown.
2. SED is a high percentage, academically their performance is low on state assessment. This group will need further attention to establish instructional practices that prepare this group for academic success.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		

Conclusions based on this data:

1. Although suspension experienced an increase, it is still lower than the state average. The PBIS training is ongoing with staff and continues to develop into a robust system on campus.
2. ELA and Mathematics demonstrated improvement for the 2019 Fall Dashboard.
3. The School-wide system for addressing chronic absenteeism has become more robust to identify problems early and take a proactive approach to ensure all students are present.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 17.7 points below standard Increased ++14.7 points 454	<p>English Learners</p>  Orange 70.7 points below standard Increased Significantly ++17.5 points 158	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 24.9 points below standard Declined -3.9 points 12	<p>Socioeconomically Disadvantaged</p>  Yellow 19.8 points below standard Increased ++14.9 points 387	<p>Students with Disabilities</p>  Orange 88.3 points below standard Increased Significantly ++24.4 points 54

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.7 points below standard Increased Significantly ++15.4 points 408	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 Yellow 37.8 points below standard Increased ++5.5 points 39

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.4 points below standard Increased Significantly ++33.7 points 60	48.2 points below standard Increased Significantly ++16.8 points 98	10 points below standard Increased ++13.7 points 124

Conclusions based on this data:

- 2019 Dashboard demonstrated significant increases schoolwide and among the various student groups.
- Students with Disabilities demonstrated the greatest growth with an increase of 24.4 points.
- The homeless population is a group that will need significant attention in order to ensure adequate growth.

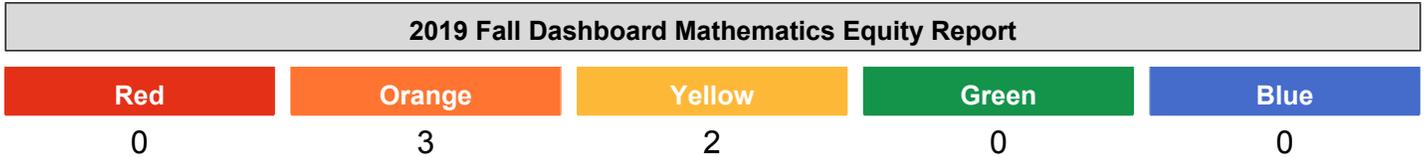
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 74 points below standard Increased ++7 points 453	<p>English Learners</p>  Orange 127 points below standard Increased ++4.7 points 158	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 53 points below standard Maintained ++0.6 points 12	<p>Socioeconomically Disadvantaged</p>  Yellow 73.8 points below standard Increased ++8.5 points 386	<p>Students with Disabilities</p>  Orange 142.9 points below standard Increased Significantly ++16.9 points 54

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 74.3 points below standard Increased ++7 points 407	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Orange 73.4 points below standard Maintained ++1.6 points 39

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
159.7 points below standard Increased Significantly ++15.2 points 60	106.9 points below standard Increased ++5.8 points 98	61.6 points below standard Increased ++7.4 points 124

Conclusions based on this data:

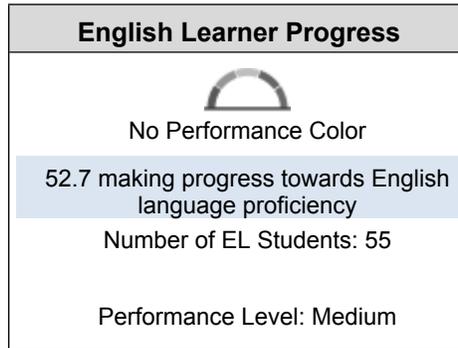
1. 2019 Dashboard demonstrates an increase schoolwide in the area of mathematics.
2. Students with Disabilities had the most significant growth with an increase of 16.9 points.
3. The growth in mathematics is small, but further investigation will need to be conducted to ensure all groups are growing adequately.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.7	34.5	3.6	49.0

Conclusions based on this data:

1. 52.7% of EL students are making progress towards English language proficiency.
2. The progress towards English language proficiency is comparable with the state.
3. Based on the data, students appear to make gains during their tenure at MSA Bell.

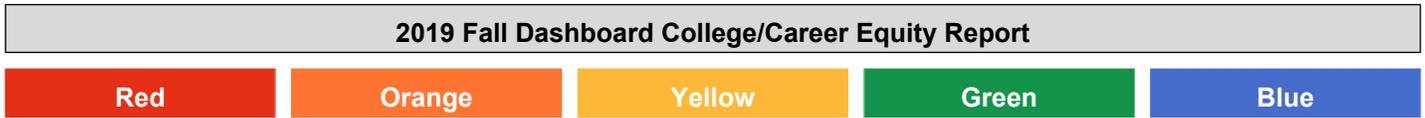
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 5 Increased +1.8 480	<p>English Learners</p>  Green 6.6 Declined -1.1 61	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color 15.4 Increased +5.4 13	<p>Socioeconomically Disadvantaged</p>  Yellow 4.9 Increased +1.6 408	<p>Students with Disabilities</p>  Orange 10.9 Maintained 0 55

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.6 Increased +2.2 432	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 0 Declined -2.4 41

Conclusions based on this data:

- MSA Bell demonstrates strong figures in this area compared to the state. (5% vs. 10.1%)
- Homeless, SED, and Hispanic student groups showed a decline from previous year. These groups will require further attention to ensure all their needs are being meet.
- EL and White students showed progress.

School and Student Performance Data

Academic Engagement Graduation Rate

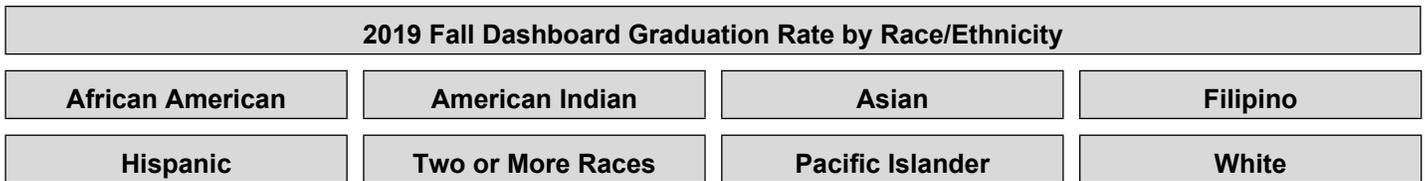
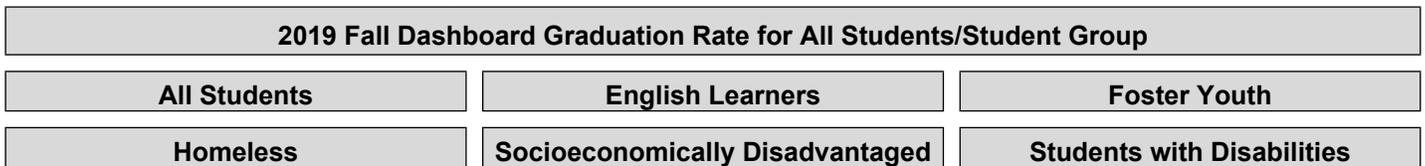
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

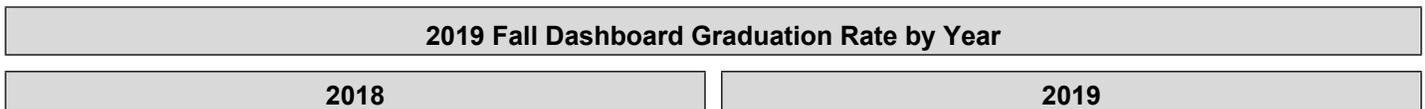
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

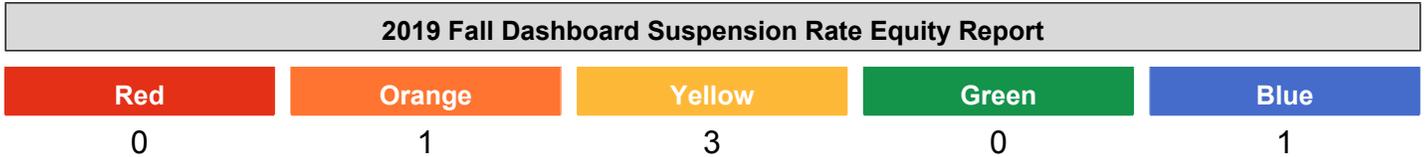
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 1.4 Increased +1.4 490	 Orange 3.3 Increased +3.3 61	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 13	 Yellow 1.7 Increased +1.7 414	 Yellow 1.8 Increased +1.8 55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data 5	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.6 Increased +1.6 442	 No Performance Color Less than 11 Students - Data 2		 Blue 0 Maintained 0 41

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.4

Conclusions based on this data:

1. Suspension increase with a few student groups such as EL, SWDs, and SED.
2. Increase rose drastically as the level of suspension has been at 0 for a couple of years. Challenges within the community has lead to this increase, such as drug usage, etc.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 95.0%	2020-21: 96.5%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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 training, and other HR-related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, specifically in the area of teacher preparation

The following expenditures will be funded by the federal funds: N/A

- Teacher credentialing expenses: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review the budget and plan to ensure an 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: Title 1, Object 4340; Amount: \$20,064.00 (MyOn, NWEA)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

14,046

Title I
4000-4999: Books And Supplies
MyOn

6,000

Title I
4000-4999: Books And Supplies
NWEA MAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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 and LAUSD staff will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. LAUSD and Charter School will collaborate to do annual and monthly facility inspections to screen for ADA compliance and

safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by LAUSD custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. LAUSD and Charter School will collaborate to 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 the 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 after school.

Expenditures associated with this action include the following: facilities rent/acquisition cost, library services, cafeteria services, Los Angeles School Police service, custodial staff and services, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the SPSA plan, there are 4 specific metrics that are measured and goals meet. Below is the strategy to ensure the effectiveness and achievement of goals.

- Measurable Outcome #1. Ensuring appropriate teacher assignment. MSA Bell leadership collaborates with the Human Resource team from the Home Office to recruit the best candidates. Outreach and platforms such as EdJoin and Indeed and community outreach are used to find candidates. MSA Bell also partners with local universities and colleges to identify a fit for the learning community.
- Measurable Outcome #2. Beginning of the school year, students are provided with textbook materials that can be kept at home and an individual textbook is available in the classroom. This eliminates student transportation of textbooks. At the start of the pandemic, outreach was conducted to ensure students have the tools necessary to access the online curriculum. Hot Spots and Chromebooks are provided and the curriculum can be accessed through Summit Learning Platform (LMS) and Google Classroom (LMS). Technology support is provided through staff either remotely or in-person to ensure students are able to connect should issues arise.
- Measurable Outcome #3. Collectively, Orchard Academy Leadership and Plant Manager meet regularly to ensure the facility is in 'good repair.' The meetings address areas needing attention and potential future areas of concern. Additionally, LAUSD has protocols in place to conduct an on-going inspection of the facility to ensure it is in 'good repair.'
- Measurable Outcome #4. MSA Bell leadership makes an effort to ensure teachers are check-in regularly. Furthermore, classroom and schoolwide behavior management systems have been instituted and staff trained on protocols. These protocols and strategies assist the teaching staff with their classroom management. The goal is that staff members view the workplace environment as a positive place for students and teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major difference at the time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Measurable Outcome #2. MSA Bell will constantly make itself available and reach out to families to ensure connectivity and learning continuum. This will include providing students with either Chromebook and/or hot spot for internet access should the need arise at any movement throughout the school year.
- Measurable Outcome #3. Adjustments made include weekly meetings of the Orchard Academies Leadership in order to ensure safety protocols are in place as required by LAUSD and the Los Angeles County Department of Public Health. An additional cost might be incurred due to safety protocol implementation. LLM funds will be used to mitigate the cost expense.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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 curriculum 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 the achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 70%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 136.1	2020-21: 60
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 43.07% English Learners: 6.67% Socioeconomically Disadvantaged: 41.84% Students with Disabilities: 14.29% African American* Homeless* Hispanic: 44.20% White: 31.71%	2020-21: All Students: 45% English Learners: 8% Socioeconomically Disadvantaged: 45% Students with Disabilities: 18% African American* Homeless* Hispanic: 47% White: 34%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 17.7 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 19.8 points below standard Students with Disabilities: 88.3 points below standard Homeless: 24.9 points below standard Hispanic: 15.7 points below standard White: 37.8 points below standard	2020-21: All Students: 14.7 points below standard English Learners: 67.7 points below standard Socioeconomically Disadvantaged: 16.8 points below standard Students with Disabilities: 85.3 points below standard Homeless: 21.9 points below standard Hispanic: 12.7 points below standard White: 34.8 points below standard
Percentage of students meeting their growth targets on	2018-19: All Students: 61.8%	2020-21: All Students: 62%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	English Learners: 50.9% Socioeconomically Disadvantaged: 61.1% Students with Disabilities: 57.5% African American* Homeless* Hispanic: 61.9% White: 54.6%	English Learners: 52% Socioeconomically Disadvantaged: 61% Students with Disabilities: 55% African American* Homeless* Hispanic: 61% White: 55%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 23.86% English Learners: 5.00% Socioeconomically Disadvantaged: 23.52% Students with Disabilities: 10.20% African American* Homeless* Hispanic: 23.73% White: 24.39%	2020-21: All Students: 26% English Learners: 8% Socioeconomically Disadvantaged: 26% Students with Disabilities: 13% African American* Homeless* Hispanic: 26% White: 26%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 74.0 points below standard English Learners: 127.0 points below standard Socioeconomically Disadvantaged: 73.8 points below standard Students with Disabilities: 142.9 points below standard Homeless: 53.0 points below standard Hispanic: 74.3 points below standard White: 73.4 points above standard	2020-21: All Students: 71.0 points below standard English Learners: 124.0 points below standard Socioeconomically Disadvantaged: 70.8 points below standard Students with Disabilities: 135.0 points below standard Homeless: 50.0 points below standard Hispanic: 71.3 points below standard White: 70.4 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 60.1% English Learners: 70.2% Socioeconomically Disadvantaged: 57.9% Students with Disabilities: 73.8% African American* Homeless*	2020-21: All Students: 61.0% English Learners: 71.0% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 79.0% African American* Homeless*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic: 59.6% White: 64.1%	Hispanic: 60.0% White: 69.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: 52.7%	2020-21: 54%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 8.6%	2020-21: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 29.77% English Learners: 0.00% Socioeconomically Disadvantaged: 30.87% Students with Disabilities: 4.55% African American* Homeless* Hispanic: 31.90% White: 7.69%	2020-21: All Students: 32.0% English Learners: 5.0% Socioeconomically Disadvantaged: 34.0% Students with Disabilities: 8.0% African American* Homeless* Hispanic: 34.0% White: 11.0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs, and services is 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.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$19,734.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,734	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Induction through LACOE

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention, and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize 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.)

Expenditures associated with this action include the following: Title-I EL Coordinator salary and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school.

The following expenditures will be funded by the federal funds:

- Teacher stipends for additional tutoring (2nd Semester): Title 1, Part A (3010); Object: 1100; Amount: \$6,100
- Teacher stipends for Saturday School (2nd Semester): Title 1, Part A (3010); Object: 1100; Amount: \$12,000
- Teacher benefits for additional duties: Title 1, Part A (3010); Object 1100; Amount \$3,185

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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6,100	Title I 1000-1999: Certificated Personnel Salaries Additional Tutoring
12,000	Title I 1000-1999: Certificated Personnel Salaries Saturday School
3,185	Title I 3000-3999: Employee Benefits benefits for additional tutoring and Saturday School

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and Integrated ELD programs:

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

Expenditures associated with this action include the following: EL Coordinator salary and benefits

The following expenditures will be funded by the federal funds:

- Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$57,112.00
- Title-I coordinators benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$15,420.59

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
57,112	Title I 1000-1999: Certificated Personnel Salaries
15,420.59	Title I 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth, and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$14,080
- School psychologist benefits (partial): Title IV, Part A (4127); Object: 1100; Amount: \$460

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,080	Title IV Part A: Student Support and Academic Enrichment

	1000-1999: Certificated Personnel Salaries 20% Allocation
460	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits 20% Allocation

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Activity 1: MSA Bell and Summit Learning implementation team collaborate to provide rigorous and relevant curriculum, professional development, and data analysis to measure student outcomes to inform instructional practices that will close the achievement gap. The usage of NWEA MAP assessment and the CAASPP IABs and ICAs assessment alongside the data analysis collaboration has demonstrated academic growth.
- Activity 2: MSA Bell values the professional development of all staff members and understands the importance of teacher preparation in order to close the achievement gap. Title 2 funds are used for new teachers' induction program through LACOE. The teacher induction program can help new teachers improve practice, learn professional responsibilities, and ultimately positively affect student learning.
- Activity 3: MSA Bell created MTSS leads for each grade level to support administration and teaching staff to implement a framework to provide targeted support to struggling students. The team screens all students and aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Intervention practices include the additional tutoring sessions by teaching staff, Saturday School, and other problems to mitigate learning loss such as Paper (24/7 tutoring service)
- Activity 4: EL Coordinator is responsible to implement, demonstrate, and coordinate the ELD literacy program in compliance with the EL Master Plan of MPS, and abide by state and federal guidelines. Consistency in the teaching role has increased the effective implementation of ELPAC assessment, professional development to increase student preparation and increase in EL student progress.
- Activity 5: 20% is allocated to the salary of the School Psychologist. The School Psychologist is a uniquely qualified member of the school team that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. The ability to research and training teaching staff during a sensitive moment is vital to ensure student needs are being met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Activity 3 is utilizing the Learning Loss Mitigation funds to support additional the student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning, and the 24/7 tutoring services of Paper.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Additional support sessions are created to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As well as expansion of Paper usage from pilot program to school wide.
- Routine implementation of IABs as unit plans to effectively measure student growth. This process has been built out, but effectiveness has not been fully measured due to the COVID 19 pandemic. 2020-21 will be an indicator of success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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 a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in the provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 18%	2020-21: 15%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who have created or demonstrated a STEAM-focused project, experiment, model, or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 80%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Expenditures associated with this action include the following: college/career related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided with 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 the CA Science Framework and NGSS integration, all our students will learn

about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, using problem-based learning, and research.

Expenditures associated with this action include the following: Programs and supplies to enhance student education in the field of the arts; Students provided with school materials to participate in STEAM-related activities

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas, and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly, and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and

self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, a language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Activity 1: Post-COVID 19, students are provided with opportunities to visit colleges and inspire a college and career readiness culture. With the COVID 19 pandemic, visits will be eliminated, but other means will be discovered to inspire students with a more positive perception of college. Current actions include the utilization of the College feature within the Summit Learning Platform and zoom session with alumni that are currently in college.
- Activity 2: MSA Bell over the last couple of years has placed protocols in place to determine specific pathways for students as determined by state and internal assessments. The percentage of students taking advanced math remains consistent. The honor pathway has been created for the other core subjects. The specific pathways will be essential for 2020-21, as this will be used to determine learning gaps and mitigate learning loss. Lastly, a major emphasis on projects and the usage of a cognitive skill rubric has been implemented to engage students to learn by actively engaging in real-world and personally meaningful projects.
- Activity 3: Blended Learning is a major staple of MSA Bell. This is supported through a collaboration between the Home Office and Summit Learning Team. A learning platform is in place to produce a rigorous learning environment that utilizes Google Suites. Digital citizenship takes place in the advisory courses and core content course as part of the teacher's management system and procedures. With the role of the MTSS team, it developed a virtual learning behavior matrix to ensure students are aware of expectations

and appropriate behaviors. This has also been shared with families through newsletters, meetings, etc.

- Activity 4: Although the PFT assessment submission to the state has been suspended, MSA Bell PE staff continues to monitor student progress on these goals at least 2x per year. This allows students to engage in their own data and build goals for a healthier lifestyle.
- Activity 5: MSA Bell has a variety of elective offerings: STEAM Lab, Basic Art, Music, Spanish 1 and 2, and various club offerings during the after-school program. Electives give students avenues for choice and can function as vehicles for core content standards. Although the budget is tight, MSA Bell is committed to offering these choices that expand student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding is allocated through general funds and it is operating as expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Activity 1: The COVID 19 pandemic has lead to the alteration of this goal. MSA Bell will make an effort to adjust and ensure students are exposed to the college experience and environment.
- Activity 2: The COVID 19 pandemic has lead to the creation of cohorts. Much time was invested to ensure students are group appropriately to ensure a challenging and rigorous curriculum, as well as mitigate learning loss. Efforts to mitigate learning loss has included additional tutoring time, Saturday School, Summer School, and partnerships with organizations such as Paper for online 24/7 tutoring. LLM funds will provide the resources for these actions.
- Activity 4: MSA Bell PE staff will need to create internal methods and goals to ensure students are reaching acceptable outcomes in the area of physical fitness and health. The state has suspended PFT reporting.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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, the 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 8
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 18.9%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 97.06%	2020-21: 97.10%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 3.8%	2020-21: 3.5%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 97% Families: 87.3% Staff: 100%	2020-21: Students: 95% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 70% Families: 96% Staff: 88%	2020-21: Students: 71% Families: 95% Staff: 85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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 provides 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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

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

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office Manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials. 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 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, PD on classroom management, PBIS, and SEL support, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional Services for neediest student groups: Resource: Title I, Part A (3010); Object: 5800; Amount: \$5,600 (CSUN)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,600

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
CSUN Family Mitchell

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

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

Expenditures associated with this action include the following: Director of Outreach & Community Engagement salary and benefits (50% allocation)

The following expenditures will be funded by the federal funds:

- Director of Outreach & Community Engagement salaries (50% allocation): Resource: Title I, Part A (3010); Object: 1100; Amount: \$45,000
- Director of Outreach & Community Engagement benefits (50% allocation): Resource: Title I, Part A (3010); Object: 1100; Amount: \$11,989.29

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

45,000

Title I
2000-2999: Classified Personnel Salaries
50% Allocation

11,989.29

Title I
3000-3999: Employee Benefits
50% Allocation

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Activity 1. In collaboration with leadership and teaching staff and other stakeholders a calendar is created and articulated to all stakeholders of the various meetings: ELAC, SSC, PAC, PTF. This ensures that the meetings are arranged to allow for stakeholder feedback in the development of school plans.
- Activity 2. MSA Bell creates a school calendar with these events and it is articulated to families through ParentSquare, mailings, and website. Furthermore, the COVID 19 pandemic has altered our support staff's role to reach out to families to ensure school platforms are accessible. This process is ongoing as well as tutorials for staff, students, and families in order to ensure the tools are accessible and used appropriately. Additionally, the support staff outreach served as a process to identify family immediate needs during the pandemic to ensure the learning continuum. The Dean of Student collaborates with all stakeholders to ensure information is disseminated and acted upon. This process will continue throughout the year.
- Activity 3. During the school year, MSA Bell collects vital information from families in order to identify potential needs and ensure students have everything necessary to start their school year. The Dean of Student works with support staff and other stakeholders to reach out to families to ensure all tools and resources are available for connectivity and learning continuum. Dean of Student leads the effort to conduct an SEL survey at least 2 times per year and performances a data analysis with the MTSS team in order to make informed decisions at a schoolwide level.
- Activity 4. The annual survey is lead by the Director of Outreach & Community Engagement, a collaborative effort is conducted with leadership to ensure systems are in place to maximize participation across all stakeholders. MSA Bell analysis the data to inform the decision making for the following school year or address immediate needs.
- Activity 5. The Director of Outreach & Community Engagement collaborates with leadership to identify learning community needs in order to identify potential partners or resources across the community to assist our families. The lead will participate in community meetings and report on community needs to inform MSA Bell schoolwide plans and decision making.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding comes from various sources to meet the goals and metrics as established. With the COVID 19 pandemic, there are additional needs that are being fully understand and available LLM funds and partnerships to address concerns such as mental health and learning loss.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- PAC meetings might be conducted more regularly in order to address concerns such as distance learning, small group support, hybrid/in-person instruction.
- Parent involvement events will be adjusted to a virtual platform in order to abide by the Los Angeles County Public Health Department guidelines.
- ADA rate will continue to be monitored based on the state and local guidelines for distance learning and hybrid learning models. Additionally, student engagement will be tracked to ensure that students are learning and learning loss is mitigated due to the pandemic.

- Survey participation will be adjusted to meet the guidelines of the Los Angeles County Public Health Department. Adjustments will be determined in the future to ensure a high level of participation from all stakeholders.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$210,726.88
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,726.88

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$176,452.88
Title II Part A: Improving Teacher Quality	\$19,734.00
Title IV Part A: Student Support and Academic Enrichment	\$14,540.00

Subtotal of additional federal funds included for this school: \$210,726.88

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$210,726.88

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	176,452.88
Title II Part A: Improving Teacher Quality	19,734.00
Title IV Part A: Student Support and Academic Enrichment	14,540.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	89,292.00
2000-2999: Classified Personnel Salaries	45,000.00
3000-3999: Employee Benefits	31,054.88
4000-4999: Books And Supplies	20,046.00
5000-5999: Services And Other Operating Expenditures	19,734.00
5800: Professional/Consulting Services And Operating Expenditures	5,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	75,212.00
2000-2999: Classified Personnel Salaries	Title I	45,000.00
3000-3999: Employee Benefits	Title I	30,594.88
4000-4999: Books And Supplies	Title I	20,046.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	5,600.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	19,734.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	14,080.00
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	460.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,046.00
Goal 2	128,091.59
Goal 4	62,589.29

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Jason Hernandez	Principal
Dustin Gober	Classroom Teacher
Elizabeth Suarez	Classroom Teacher
Su Min Ha	Classroom Teacher
Albert Nguyen	Other School Staff
Abbass Chour	Parent or Community Member
Cecilia Matar	Parent or Community Member
Claudia Duron	Parent or Community Member
Ernesto Armijo De Leon	Parent or Community Member
Naeyli Aguilar	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Cristina Rodriguez
Cristina Rodriguez (Nov 6, 2020 13:54 PST)

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 3, 2020.

Attested:

Jason Hernandez

Principal, Jason Hernandez on November 3, 2020

Elizabeth Suarez
Elizabeth Suarez (Nov 6, 2020 13:55 PST)

SSC Chairperson, Elizabeth Suarez on November 3, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

2020_School_Plan_for_Student_Achievement_Magnolia_Science_Academy_8_20201106 (1)

Final Audit Report

2020-11-06

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy - Santa Ana	30-76893-0130765	November 18, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-Santa Ana aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 6
 - Analysis of Current Instructional Program..... 7
- Stakeholder Involvement 29
- Resource Inequities 29
- School and Student Performance Data 30
 - Student Enrollment..... 30
 - CAASPP Results..... 33
 - ELPAC Results 38
 - Student Population..... 43
 - Overall Performance 45
 - Academic Performance 46
 - Academic Engagement..... 53
 - Conditions & Climate..... 57
- Goals, Strategies, & Proposed Expenditures..... 59
 - Goal 1..... 59
 - Goal 2..... 66
 - Goal 3..... 76
 - Goal 4..... 84
- Budget Summary 92
 - Budget Summary 92
 - Other Federal, State, and Local Funds 92
- Budgeted Funds and Expenditures in this Plan 93
 - Funds Budgeted to the School by Funding Source..... 93
 - Expenditures by Funding Source 93
 - Expenditures by Budget Reference 93
 - Expenditures by Budget Reference and Funding Source 93
 - Expenditures by Goal..... 94
- School Site Council Membership 95
- Recommendations and Assurances 96
- Instructions..... 97

Instructions: Linked Table of Contents.....97
Purpose and Description.....98
Stakeholder Involvement.....98
Resource Inequities98
Goals, Strategies, Expenditures, & Annual Review99
Annual Review 100
Budget Summary 101
Appendix A: Plan Requirements 103
Appendix B:..... 106
Appendix C: Select State and Federal Programs 108

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys for Magnolia Public Schools Stakeholder Survey Results & Reflections:

MPS Historical Survey Participation Rates - Students

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 98.1% 90.3% 88.5% 93.6% 97.1%

MPS 86.0% 88.2% 92.4% 96.1% 95.9%

MPS Historical Survey Participation Rates - Families

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 98.0% 80.2% 70.7% 62.1% 100.0%

MPS 77.0% 72.0% 85.5% 80.3% 83.0%

MPS Historical Survey Participation Rates - Staff

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 88.9% 73.6% 91.4% 96.3% 98.5%

MPS 85.0% 88.4% 95.5% 98.1% 98.1%

MPS Historical Survey Average Approval Rates - Students

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 61% 61% 61% 59% 72%

MPS 64% 64% 64% 63% 66%

MPS Historical Survey Average Approval Rates - Families

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 75% 90% 88% 89% 94%

MPS 85% 94% 93% 94% 94%

MPS Historical Survey Average Approval Rates - Staff

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 65% 79% 64% 72% 86%

MPS 79% 81% 79% 80% 85%

MPS Historical Survey Overall Satisfaction Rates - Students

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 44% 69% 64% 66% 77%

MPS 56% 76% 73% 74% 76%

MPS Historical Survey Overall Satisfaction Rates - Families

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 75% 90% 89% 90% 94%

MPS 85% 94% 93% 94% 93%

MPS Historical Survey Overall Satisfaction Rates - Staff

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 69% 78% 51% 75% 84%

MPS 79% 86% 81% 85% 89%

2019-20 Student SEL Survey Participation Rates

Fall 2019 Students

MSA-SA 95.9% 394

AVERAGE 97.4% 3,487

2019-20 Combined Student Survey Summary - Percent Favorable

Topic 5 Topic 6 Topic 7 Topic 8

Growth Mindset

Self Efficacy. Self Management Social Awareness

MSA-SA 59% 55% 70% 63%

MPS 58% 52% 71% 64%

From all of our Stakeholder data through Panorama Surveys, as well as our Social Emotional Learning surveys, we saw a large positive growth in our Approval and Satisfaction ratings from all stakeholders, which can be attributed to strong leadership and teamwork. The SEL survey results show us that our stakeholders are in line with the data from all of MPS schools with their Growth Mindset, Self Efficacy, Self Management, and Social Awareness. 70% of our Students are demonstrating appropriate Self Management skills, demonstrating that MSA-SA is showing positive school growth, and will continue to focus efforts of having effective communication and collaborative teamwork.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, evidence collection to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and other related documentation. The tool can be used by both the teacher and the observer or evaluator with respect

to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators and instructional coaches, department chairs, the MPS Home Office support team, and other professionals. Informal observations are mainly conducted to provide focused, constructive, and critical feedback to the teacher to improve teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide the teacher's coaching like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of our classroom observations:

The Dean of Academics performs check-in meetings with the teachers regularly on top of walkthroughs and informal observations. Formal observations are performed yearly and sometimes bi-yearly. Teachers are asked to fill out a pre-formal observation assessment and a post-formal observation assessment - these are both discussed with the Dean of Academics.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Santa Ana also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-Santa Ana administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-Santa Ana teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-Santa Ana utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-Santa Ana are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-Santa Ana, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-Santa Ana teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-Santa Ana conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-Santa Ana teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-Santa Ana is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-Santa Ana also monitors and evaluates teachers for their performance.

MSA-Santa Ana provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Santa Ana provides all staff with multiple opportunities to grow professionally. MSA-Santa Ana assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-Santa Ana determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-Santa Ana monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-Santa Ana continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-Santa Ana also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-Santa Ana uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-Santa Ana uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-Santa Ana will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-Santa Ana evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-Santa Ana is organized into Professional Learning Communities by grade level and by the department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Santa Ana, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Santa Ana's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member of an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school-wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-Santa Ana as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-Santa Ana program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Santa Ana's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-Santa Ana annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-Santa Ana provides culturally and linguistically relevant materials for students. MSA-Santa Ana also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Santa Ana has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-Santa Ana will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-Santa Ana recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-Santa Ana implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Santa Ana has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-Santa Ana utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Santa Ana program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Santa Ana's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

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During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Santa Ana has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through

a well-integrated system of instruction and intervention guided by student assessment data.

MSA-Santa Ana uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-Santa Ana utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Santa Ana supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Santa Ana fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Santa Ana contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Santa Ana deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-Santa Ana addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Santa Ana's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-Santa Ana's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-Santa Ana provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-Santa Ana uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support

the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-Santa Ana has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following:

Online Programs (Naviance program, Online Courses, BrainPop, NWEA, RazKids, Scholastic newspapers, ESGI, MyOn, Spelling City)

Parent and Student Communication Software (ParentSquare), Parent Education Courses, PACE Coordinator (Parent Engagement) Salary, Certified and Classified Staff Salaries and Benefits

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-Santa Ana strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC to plan, review, and update the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

PTF: 9/4/2020 & 10/23/2020.

SSC: 9/30/2020 & 11/18/2020.

ELAC: 9/4/20

Town Hall Meetings: 6/9/2020, 7/31/2020, 8/7/2020, 8/28/2020, 9/11/2020, 9/25/2020, 10/2/2020, 10/29/2020

Weekly Parent Meetings: Every Friday when school is in session

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.7%	0.7%	0%	5	5	0
African American	1.1%	1%	0.92%	8	7	5
Asian	2.2%	2.2%	1.83%	16	15	10
Filipino	0.3%	0.3%	0.37%	2	2	2
Hispanic/Latino	86.7%	88.9%	90.84%	638	599	496
Pacific Islander	0.4%	0.1%	0%	3	1	0
White	7.6%	5.9%	5.31%	56	40	29
Multiple/No Response	1.1%	0.7%	0.73%	8	5	0
Total Enrollment				736	674	546

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	60	45
Grade 1	65	59	44
Grade 2	53	56	41
Grade 3	66	50	41
Grade 4	62	59	43
Grade 5	62	64	49
Grade 6	58	51	54
Grade 7	76	58	48
Grade 8	77	72	48
Grade 9	40	56	37
Grade 10	39	25	43
Grade 11	43	30	27
Grade 12	14	34	26
Total Enrollment	736	674	546

Conclusions based on this data:

1. We have made it a priority to connect with our local communities through a multitude of events, and we have been able to maintain an enrollment of students in a close proximity to our campus. As a result we have maintained a

high percentage of Hispanic/Latino students, around 90%. Our Teachers and Leadership team actively incorporates culturally relevant teaching practices in all TK-12 classes.

2. The total enrollment counts have declined each year since 2017, from 736 to our most current year around 546, due to other Charter schools opening near our campus. But we have observed and experienced that logistically and operationally, our campus operates safely and smoothly with transitions and arrivals/dismissals with 546 students on campus at one time, as our enrollment total is appropriate for our campus facilities.
3. With such high percentage (90%) of our students being Hispanic/Latino, we need to make it a priority to identify the needs of our Hispanic/Latino students and parents, to provide school wide systems of support that will meet the needs of our Hispanic/Latino stakeholders, as well as benefit all of our students with their academic and social development.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	247	245	163	33.6%	36.4%	29.9%
Fluent English Proficient (FEP)	241	250	212	32.7%	37.1%	38.8%
Reclassified Fluent English Proficient (RFEP)	62	53	42	28.1%	21.5%	17.1%

Conclusions based on this data:

1. Our EL enrollment percentage typically stays the same from year to year. Our demographic data shows a high number of Hispanic/Latino students who have parents and grandparents who don't speak English.
2. The number of Fluent English Proficient (FEP) students has gotten higher each year since the 2017-18 school year. Our teachers are using SDAIE strategies every day to help students conquer the ELPAC and score high enough to be reclassified.
3. The number of Reclassified Fluent English Proficient (RFEP) students is normally consistent with our enrollment. The years where our enrollment is high, we have a higher reclassification rate.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53	65	53	53	65	52	53	65	52	100	100	98.1
Grade 4	55	60	61	55	60	61	55	60	61	100	100	100
Grade 5	48	57	64	47	56	64	47	56	64	98	98.2	100
Grade 6	64	57	56	59	57	54	59	57	54	92.1	100	96.4
Grade 7	83	74	51	83	74	51	83	74	51	100	100	100
Grade 8	47	76	65	43	76	65	43	76	65	100	100	100
Grade 11	NA	40	27	NA	39	27	NA	38	27	NA	97.5	100
All	361	429	377	350	427	374	350	426	374	97	99.5	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2388.	2404.	18.87	9.23	13.46	16.98	13.85	25.00	22.64	38.46	23.08	41.51	38.46	38.46
Grade 4	2408.	2441.	2385.	7.27	11.67	4.92	25.45	30.00	6.56	7.27	16.67	24.59	60.00	41.67	63.93
Grade 5	2476.	2464.	2467.	17.02	8.93	14.06	31.91	26.79	17.19	10.64	21.43	29.69	40.43	42.86	39.06
Grade 6	2470.	2477.	2475.	3.39	10.53	5.56	33.90	22.81	25.93	16.95	24.56	24.07	45.76	42.11	44.44
Grade 7	2550.	2519.	2499.	13.25	8.11	3.92	38.55	32.43	29.41	22.89	21.62	21.57	25.30	37.84	45.10
Grade 8	2624.	2581.	2548.	27.91	14.47	13.85	51.6	47.37	23.08	9.30	21.05	35.38	11.63	17.11	27.69
Grade 11	NA	2593.	2663.	NA	10.53	51.85	NA	47.37	33.33	NA	36.84	11.11	NA	5.26	3.70
All Grades	N/A	N/A	N/A	14.57	10.56	12.57	32.57	31.22	21.66	16.00	25.12	25.67	36.86	33.10	40.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.87	10.77	13.46	41.51	50.77	48.08	39.62	38.46	38.46
Grade 4	7.41	11.67	8.20	42.59	53.33	31.15	50.00	35.00	60.66
Grade 5	17.02	12.50	12.50	42.55	42.86	43.75	40.43	44.64	43.75
Grade 6	5.08	8.77	11.11	44.07	45.61	48.15	50.85	45.61	40.74
Grade 7	20.48	18.92	9.80	54.22	44.59	45.10	25.30	36.49	45.10
Grade 8	32.56	28.95	23.08	51.16	43.42	38.46	16.28	27.63	38.46
Grade 11	NA	15.79	55.56	NA	65.79	37.04	NA	18.42	7.41
All Grades	17.48	15.96	16.31	45.85	48.36	41.71	36.68	35.68	41.98

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.75	6.15	11.54	43.40	43.08	51.92	35.85	50.77	36.54
Grade 4	7.41	15.00	1.64	42.59	50.00	37.70	50.00	35.00	60.66
Grade 5	21.28	14.29	12.50	48.48	50.00	45.31	29.79	35.71	42.19
Grade 6	10.34	14.04	11.11	34.48	31.58	42.59	55.17	54.39	46.30
Grade 7	28.92	12.16	11.76	50.60	55.41	54.90	20.48	32.43	33.33
Grade 8	53.49	28.95	26.15	37.21	53.95	47.69	9.30	17.11	26.15
Grade 11	NA	23.68	59.26	NA	68.42	29.63	NA	7.89	11.11
All Grades	23.85	16.20	16.04	43.39	49.77	45.19	32.76	34.04	38.77

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.87	15.38	15.38	52.83	56.92	63.46	28.30		21.15
Grade 4	11.11	16.67	3.28	50.00	60.00	63.93	38.89		32.79
Grade 5	6.38	7.14	6.25	70.21	64.29	70.31	23.40		23.44
Grade 6	11.86	8.77	9.26	54.24	68.42	51.85	33.90		38.89
Grade 7	8.43	9.46	3.92	66.27	56.76	62.75	25.30		33.33
Grade 8	18.60	14.47	10.77	74.42	68.42	69.23	6.98		20.00
Grade 11	NA	15.79	22.22	NA	71.05	77.78	NA		0.00
All Grades	12.61	12.44	9.09	60.74	63.15	64.97	26.65		25.94

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.87	15.38	11.54	50.94	60.00	51.92	30.19	24.62	36.54
Grade 4	9.26	21.67	8.20	50.00	48.33	31.15	40.74	30.00	60.66
Grade 5	34.04	16.07	23.44	34.04	51.79	42.19	31.91	32.14	34.38
Grade 6	22.03	19.30	14.81	35.59	49.12	51.85	42.37	31.58	33.33
Grade 7	36.51	29.73	13.73	51.81	44.59	45.10	21.69	25.68	41.18
Grade 8	62.79	35.53	24.62	27.91	52.63	40.00	9.30	11.84	35.38
Grade 11	NA	34.21	74.07	NA	57.89	22.22	NA	7.89	3.70
All Grades	28.37	24.65	20.59	42.69	51.64	41.71	28.94	23.71	37.70

Conclusions based on this data:

1. SBAC data in English Language Arts is declining in almost all grades except for 3rd, 6th, and 11th grades. Teachers need to use IAB and MAP data to drive their lesson plans, so this year we are having them give IABs every month. Data driven department and grade level meetings are happening on a bi weekly basis to help teachers learn how to read the data and reteach accordingly.

2. The Standard Not Met column has the biggest percentage in every grade level except for 8th and 11th grades. This shows that teachers have to spend time teaching basic skills. Intervention groupings need to be more prevalent and ongoing. SDAIE strategies for the EL students need to be in every lesson.
3. The Standard Nearly Met column's percentage is going down in every grade except for 4th and 8th grades, so students are either improving into the Standard Met tier or dropping into the Standard Not Met tier.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53	65	53	53	65	52	53	65	52	100	100	98.1
Grade 4	55	60	61	55	60	61	55	60	61	100	100	100
Grade 5	48	57	64	47	56	64	47	56	64	97.9	98.2	100
Grade 6	64	57	56	64	57	54	64	57	54	100	100	96.4
Grade 7	83	74	51	83	74	51	83	74	51	100	100	100
Grade 8	47	76	65	47	76	65	47	76	65	100	100	100
Grade 11	11	40	27	11	40	27	11	40	27	100	100	100
All	361	429	377	360	428	374	360	428	374	99.7	99.8	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.	2398.	2430.	9.43	1.54	13.46	30.19	30.77	32.69	39.62	24.62	32.69	20.75	43.08	21.15
Grade 4	2443.	2453.	2427.	9.09	15.00	0.00	20.00	15.00	14.75	38.18	38.33	47.54	32.73	31.67	37.70
Grade 5	2466.	2476.	2469.	4.26	5.36	10.94	12.77	19.64	10.94	42.55	35.71	28.13	40.43	39.29	50.00
Grade 6	2490.	2468.	2482.	10.94	7.02	1.85	18.75	17.54	22.22	28.13	21.05	33.33	42.19	54.39	42.59
Grade 7	2503.	2489.	2481.	9.64	16.22	3.92	19.28	12.16	17.65	31.33	24.32	27.45	39.76	47.30	50.98
Grade 8	2583.	2511.	2520.	31.91	9.21	15.38	19.15	9.21	16.92	17.02	27.63	23.08	31.91	48.68	44.62
Grade 11	2609.	2569.	2650.	27.27	5.00	29.63	18.18	12.50	25.93	18.18	47.50	29.63	36.36	35.00	14.81
All Grades	N/A	N/A	N/A	12.50	8.88	9.36	20.00	17.52	19.25	32.22	30.14	31.82	35.28	43.46	39.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.53	15.38	19.23	43.40	27.69	48.08	32.08	56.92	32.69
Grade 4	20.00	21.67	6.56	29.09	30.00	24.59	50.91	48.33	68.85
Grade 5	8.51	12.50	12.50	27.66	33.93	25.00	63.83	53.57	62.50
Grade 6	17.19	10.53	5.56	29.69	31.58	42.59	53.13	57.89	51.85
Grade 7	14.46	18.92	7.84	32.53	25.68	31.37	53.01	55.41	60.78
Grade 8	34.04	14.47	18.46	29.70	32.89	29.23	36.17	52.63	52.31
Grade 11	45.45	5.00	33.33	18.18	45.00	48.15	36.36	50.00	18.52
All Grades	20.00	14.72	13.37	31.76	31.54	33.96	48.33	53.74	52.67

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.42	9.23	36.54	50.94	52.31	46.15	22.64	38.48	17.31
Grade 4	16.36	16.67	1.64	43.64	40.00	54.10	40.00	43.33	44.26
Grade 5	8.51	10.71	14.06	38.30	41.07	29.69	53.19	48.21	56.25
Grade 6	15.63	8.77	5.56	31.25	40.35	38.89	53.13	50.88	55.56
Grade 7	13.25	16.22	11.76	44.58	31.08	33.33	42.17	52.70	54.90
Grade 8	44.68	13.16	16.92	25.53	47.37	40.00	29.79	39.47	43.08
Grade 11	36.36	5.00	40.74	27.27	67.50	51.85	36.36	27.50	7.41
All Grades	20.28	11.92	16.04	39.17	44.39	41.18	40.56	43.69	42.78

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.53	7.69	17.31	49.06	60.00	50.00	26.42	32.31	32.69
Grade 4	12.73	15.00	4.92	40.09	41.67	49.18	38.18	43.33	45.90
Grade 5	2.13	10.71	4.69	53.19	48.21	50.00	44.68	41.07	45.31
Grade 6	15.63	7.02	3.70	39.06	45.61	51.85	45.31	47.37	44.44
Grade 7	18.07	14.86	7.84	57.83	50.00	58.82	24.10	35.14	33.33
Grade 8	31.91	9.21	13.85	42.55	51.32	47.69	35.53	39.47	38.46
Grade 11	27.27	5.00	29.63	54.55	75.00	62.96	18.18	20.00	7.41
All Grades	17.78	10.28	10.16	49.17	52.10	51.87	33.06	37.62	37.97

Conclusions based on this data:

1. SBAC data in Math is increasing in almost all grades except for 4th grade. Math teachers are concentrating on using IAB and MAP data to formulate small intervention groups concentrating on basic skills. The more adept students are with basic skills, the more confident they are learning new skills. Programs such as Khan Academy/Khan Academy Mappers and Prodigy help students acquire these skills.
2. The Standard Met column has increased in every grade level except for 4th and 5th grades. Teachers are incorporating ELD standards into their daily lesson plans which is helping the EL students acquire more English making it easier for them to understand math concepts.
3. The Standard Nearly Met column's percentage is going down in every grade except for 4th, 5th, and 7th grades. This means more students are meeting the standards. Power English and Power Math classes are basically for the Level 2 students to get that extra boost in skills to get to Proficient.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.7	1488.7	1456.9	1481.8	1402.7	1504.4	51	32
Grade 1	1457.0	1474.7	1472.5	1499.5	1440.8	1449.4	31	34
Grade 2	1516.0	1492.6	1531.3	1525.8	1500.4	1458.8	31	21
Grade 3	1503.2	1514.2	1515.6	1527.5	1490.5	1500.4	36	27
Grade 4	1506.4	1502.2	1506.5	1500.9	1505.8	1503.0	24	28
Grade 5	1521.8	1509.7	1521.9	1512.9	1521.0	1505.9	20	26
Grade 6	1507.2	1506.5	1503.2	1498.9	1510.6	1513.6	18	20
Grade 7	1517.1	1514.4	1509.5	1510.5	1524.2	1517.8	29	18
Grade 8	1532.2	1520.6	1529.4	1499.5	1534.5	1541.3	17	25
Grade 9	*	*		*		*		9
Grade 10	*	*		*		*		*
Grade 11	*	*		*		*		*
Grade 12	*	*		*		*		4
All Grades							283	250

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	46.88	35.29	43.75	23.53	6.25		3.13	51	32
1	38.71	20.59	*	50.00	*	17.65		11.76	31	34
2	54.84	23.81	*	42.86	*	33.33		0.00	31	21
3	*	33.33	50.00	33.33	*	29.63		3.70	36	27
4	*	3.57	54.17	53.57	*	35.71		7.14	24	28
5	*	11.54	70.00	42.31	*	34.62		11.54	20	26
6	*	10.00	*	20.00	*	55.00		15.00	18	20
7	*	16.67	*	11.11	*	61.11		11.11	29	18
8	*	4.00	*	36.00	*	40.00		20.00	17	25
9	*	*	*	*	*	*		*		*
10	*	*	*	*	*	*		*		*
11	*	*	*	*	*	*		*		*
12	*	*	*	*	*	*		*		*
All Grades	28.62	20.00	28.62	38.80	21.20	31.60	7.77	9.60	283	250

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.98	53.13	35.29	34.38	23.53	9.38	*	3.13	51	32
1	51.61	50.00	*	26.47	*	20.59	*	2.94	31	34
2	80.65	66.67	50.00	23.81	*	9.52	*	0.00	31	21
3	50.00	59.26	54.17	29.63	*	7.41	*	3.70	36	27
4	*	32.14	70.00	46.43	*	10.71	*	10.71	24	28
5	*	38.46	*	34.62	*	15.38	*	11.54	20	26
6	*	20.00	*	20.00	*	60.00	*	0.00	18	20
7	41.38	22.22	*	22.22	*	50.00	*	5.56	29	18
8	*	4.00	*	48.00	*	28.00	*	20.00	17	25
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*		*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	49.82	40.00	42.40	32.00	21.20	20.80	7.77	7.20	283	250

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.53	53.13	*	34.38	35.29	12.50	25.94	0.00	51	32
1	*	8.82	*	35.29	*	41.18	*	14.71	31	34
2	41.94	0.00	*	33.33	*	42.86	*	23.81	31	21
3	*	18.52	*	25.93	38.89	29.63	38.89	25.93	36	27
4	*	3.57	45.83	17.86	*	57.14	*	21.43	24	28
5	*	0.00	*	19.23	*	57.69	*	23.08	20	26
6	*	5.00	*	0.00	*	60.00	*	35.00	18	20
7	*	5.56	*	5.56	*	55.56	*	33.33	29	18
8	*	8.00	*	12.00	*	44.00	*	36.00	17	25
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	16.25	13.20	26.86	22.80	32.16	42.00	24.73	22.00	283	250

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	64.71	37.50	31.37	59.38	*	3.13	51	32	
1	51.61	61.76	38.37	35.29	*	2.94	31	34	
2	67.74	28.57	*	71.43	*	0.00	31	21	
3	30.56	29.63	55.56	55.56	*	14.81	36	27	
4	*	21.43	62.50	67.86	*	10.71	24	28	
5	*	3.85	65.00	76.92	*	19.23	20	26	
6	*	20.00	*	50.00	*	30.00	18	20	
7	*	11.11	58.62	55.56	*	33.33	29	18	
8	*	8.00	70.59	72.00	*	20.00	17	25	
9	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	
All Grades	42.23	25.20	46.29	61.20	8.48	13.60	283	250	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.14	56.25	49.02	40.63	*	3.13	51	32
1	58.06	47.06	*	38.24	*	14.71	31	34
2	90.32	80.95	*	19.05	*	0.00	31	21
3	80.56	85.19	*	11.11	*	3.70	36	27
4	87.50	39.29	*	50.00	*	10.71	24	28
5	90.00	69.23	*	26.92	*	3.85	20	26
6	*	25.00	61.11	70.00	*	5.00	18	20
7	44.83	33.33	51.72	55.56	*	11.11	29	18
8	64.71	8.00	*	72.00	*	20.00	17	25
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	65.37	51.60	30.04	40.00	8.48	8.40	283	250

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.00	68.63	75.00	*	0.00	51	32
1	38.71	35.29	*	47.06	35.48	17.65	31	34
2	41.94	9.52	35.48	57.14	*	33.33	31	21
3	*	11.11	33.33	55.56	61.11	33.33	36	27
4	*	3.57	66.67	64.29	*	32.14	24	28
5	*	7.69	70.00	69.23	*	23.08	20	26
6	*	5.00	*	15.00	72.22	80.00	18	20
7	*	0.00	*	33.33	68.97	66.67	29	18
8	*	12.00	*	28.00	64.71	60.00	17	25
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	19.08	14.40	43.82	51.60	37.10	34.00	283	250

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.10	65.63	27.45	31.25	27.45	3.13	51	32
1	*	0.00	61.29	70.59	*	29.41	31	34
2	35.48	4.76	61.29	76.19	*	19.05	31	21
3	*	29.63	69.44	59.26	*	11.11	36	27
4	*	3.57	87.50	85.71	*	10.71	24	28
5	*	7.69	75.00	84.62	*	7.69	20	26
6	*	25.00	88.89	75.00	*	0.00	18	20
7	*	5.56	79.31	83.33	*	11.11	29	18
8	*	4.00	88.24	92.00	*	4.00	17	25
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	25.09	17.60	63.60	70.80	13.31	11.60	283	250

Conclusions based on this data:

1. There is a steady increase in the Somewhat/Moderately domain in all levels. Students who start at the beginning level are making it to the next level because of the way teachers are utilizing their lesson plans to include more vocabulary and oral speaking time. Teachers are scaffolding their writing lessons to make it easier for the EL students to understand the basics of writing. Teachers always project the written instructions as well as reading them.
2. There is a higher rate of Level 4 students at the lower grades. This is probably that since they are born here in the US they listen to English more, so it is easier for them to learn once they get in school. The upper grade students are more of the newcomers and it is harder for them to learn.
3. Students tend to score highest in the Speaking domain. 91% of students score in the Well Developed and Somewhat/Moderately Developed range. This shows that these students are speaking English at school with their friends and teachers on a regular basis.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
674	81.5	36.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	245	36.4
Homeless	53	7.9
Socioeconomically Disadvantaged	549	81.5
Students with Disabilities	100	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.0
American Indian	5	0.7
Asian	15	2.2
Filipino	2	0.3
Hispanic	599	88.9
Two or More Races	5	0.7
Pacific Islander	1	0.1
White	40	5.9

Conclusions based on this data:

1. We have a high percentage of students living with socioeconomic disadvantages, 81.5%, so we ensure that all families have access to technology and learning by providing free hotspots for their home, and each student is provided with a chromebook. We will continue to focus on providing support for our stakeholders with having equitable access to all learning and extra curricular opportunities.
2. We have a high percentage of english learner students, 36.4%, so we will focus on providing support for our english learners to ensure they are receiving the supports they need to have equitable access to all learning opportunities.
3. We also have 7.9% of our students experiencing homelessness, so we connect our families with community resources like "Western Youth Services" in Orange County, as well as establishing a partnership with congressman Lou Correrawill to provide our families with healthy food items and meals. We will continue to ensure that all of our

students who meeting the homeless criteria are supported with all of the resources they need from the school and community, in order to provide an equitable education experience for all students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  No Performance Color	Suspension Rate  Yellow
Mathematics  Yellow	Chronic Absenteeism  Orange	
College/Career  No Performance Color		

Conclusions based on this data:

1. Math SBAC scores are increasing in Standard Exceeded and Standard Met categories. Math teachers are having concentrated intervention groups as well as math tutoring after school. Programs such as Khan Academy and Prodigy are increasing students' basic skills, making the new concepts easier to understand.
2. With our large number of English Learner students, our ELA SBAC data is steadily declining.
3. Our Suspension Rate is staying in the yellow tier.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>34.5 points below standard</p> <p>Declined -10.5 points</p> <p>360</p>	<p>English Learners</p> <p>Orange</p> <p>68 points below standard</p> <p>Declined Significantly -15.7 points</p> <p>210</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>Orange</p> <p>28.8 points below standard</p> <p>Maintained -1.5 points</p> <p>36</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>40.2 points below standard</p> <p>Declined -8.8 points</p> <p>318</p>	<p>Students with Disabilities</p> <p>Red</p> <p>80.2 points below standard</p> <p>Declined -7.1 points</p> <p>64</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42.8 points below standard Declined -12.7 points 327	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 83.9 points above standard Increased Significantly ++63.5 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.1 points below standard Declined -8.6 points 136	14.5 points below standard Declined -13.2 points 74	13.3 points below standard Declined -9.7 points 85

Conclusions based on this data:

1. Most student groups are at the Orange tier either having declined or maintained from the 2017-18 school year. We are continuing to focus on our English curriculum, along with an accompanying ELD curriculum. English and History teachers are continuing to give IABs monthly to see growth and what needs to be retaught. Teachers have small group intervention weekly for these students, as well as paraprofessional support in the classroom.
2. The lowest student group is Students With Disabilities with a decline of 7.1 points from the 2017-18 school year. Our SPED teachers are concentrating on student's IEP goals, and aligning them with the ELA standards in the classroom. The students have para support in all English classes, and some History classes, and partake in many differentiated activities during the class periods. Many of these students are English Learners too, so SDAIE strategies are taught during every lesson.
3. Our white population is the only increase at 83.9 points above standard. It is an increase of 63.5 points from the 2017-18 school year.

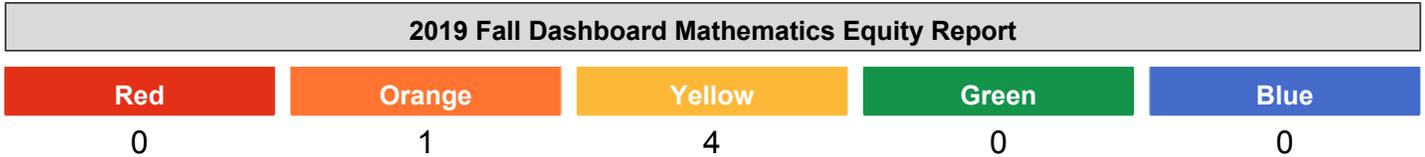
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 50.8 points below standard Increased ++8.6 points 360	<p>English Learners</p>  Orange 79.4 points below standard Maintained ++1.6 points 210	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  Yellow 54.7 points below standard Increased Significantly ++15.2 points 36	<p>Socioeconomically Disadvantaged</p>  Yellow 56.4 points below standard Increased ++9.7 points 318	<p>Students with Disabilities</p>  Yellow 93.6 points below standard Increased Significantly ++27.6 points 64

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.3 points below standard Increased ++5.2 points 327	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 73 points above standard Increased Significantly ++76.5 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.6 points below standard Increased ++5.3 points 136	31.2 points below standard Increased ++7.5 points 74	25.1 points below standard Increased Significantly ++17.9 points 85

Conclusions based on this data:

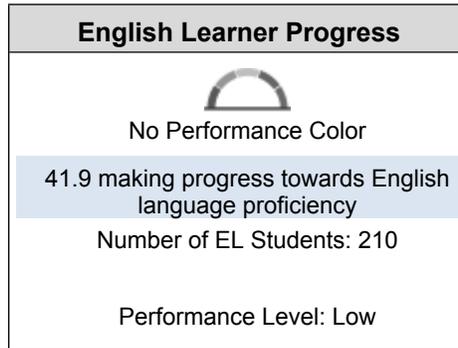
- Most student groups are at the Yellow tier with all increasing from the 2017-18 school year, higher than the state average at orange. We are continuing to focus on our Math curriculum, while bringing in outside sources such as Khan Academy and Prodigy. Math teachers are continuing to give IABs monthly to see growth and what needs to be retaught. Teachers have small group intervention weekly for these students, as well as paraprofessional support in the classroom.
- The lowest student group is English Learners in the Orange tier, and they maintained their status from the 2017-18 school year. Our SPED teachers are concentrating on student's IEP goals, and aligning them with the Math standards in the classroom. The students have para support in all Math classes, and some Science classes, and partake in many differentiated activities during the class periods. Many of these students are English Learners too, so SDAIE strategies are taught during every lesson.
- There are no student groups in the red tier.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.7	33.3	5.2	36.6

Conclusions based on this data:

- 41.9% of EL students are making progress toward English language proficiency. Teachers use the Mc-Graw Hill curriculum with the ELD component during English classes on a daily basis, as well as using SDAIE strategies in all classes across the board. Teachers in all subjects are adhering to the ELD standards as well as their content-level standards.
- 75.1% of EL students are maintaining or progressing in one ELPI level in the 2018-19 school year. Teachers use the Mc-Graw Hill curriculum with the ELD component during English classes on a daily basis, as well as using SDAIE strategies in all classes across the board. Teachers in all subjects are adhering to the ELD standards as well as their content-level standards.
- English Learner Progress is at the low performance level.

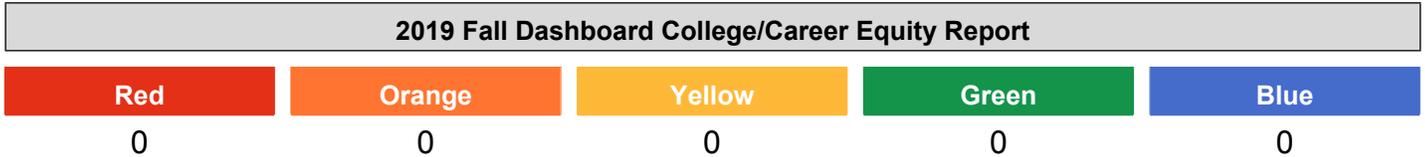
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>52.8</p> <p>Declined -8.8</p> <p>36</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
61.5 Prepared	61.5 Prepared	52.8 Prepared
23.1 Approaching Prepared	23.1 Approaching Prepared	33.3 Approaching Prepared
15.4 Not Prepared	15.4 Not Prepared	13.9 Not Prepared

Conclusions based on this data:

1. We do not have any performance colors for College/Career Readiness because historically we have less than 11 students in each group.
2. 52.8% of our students are College/Career Prepared declining from 61.5% in the 2017-18 school year - a decline of 8.8%, yet we are still above the state level of 44.1%.
3. We have the lowest "Not Prepared" percentage in three years, 13.9%.

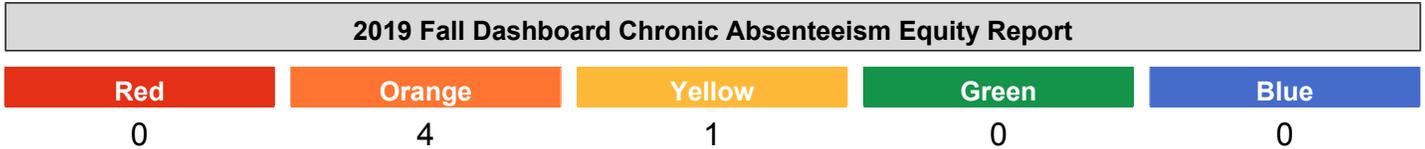
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 8.5 Increased +1.2 552	<p>English Learners</p>  Yellow 9.4 Maintained +0.3 234	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  Orange 17 Increased +0.7 53	<p>Socioeconomically Disadvantaged</p>  Orange 9.3 Increased +2.1 482	<p>Students with Disabilities</p>  Orange 11.8 Increased +4.2 85

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Declined -7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.4 Increased +1.5 509	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 7.7 Declined -1.4 13

Conclusions based on this data:

- Overall our Chronic Absenteeism is at 8.5% for Fall 2019, an increase of 1.2% from the previous school year. We focused our efforts on connecting with parents and students to provide support for our families struggling with regular attendance in all of their classes. We work with families and students to design structured PBIS incentives to motivate students with improving their attendance.
- There was a 4.2% increase for our students with disabilities, and 2.1% increase for socioeconomically disadvantaged, so we consistently reach out to these families and the Teacher teams to identify the supports needed to improve the attendance for our students with disabilities and socioeconomically disadvantaged, as well as designing individual PBIS incentives on campus, as well as at home, to help support our parents and students with having regular attendance in all of their classes.
- Chronic Absenteeism for our Asian and White students declined by 7.% for Asian and 1/4% for White, but our Hispanic students increased by 1.5%. This provides us with helpful insight for where we need to improve our outreach and support efforts for our Hispanic students, and more collaboration with families and teacher teams, to provide support for all students with chronic absenteeism.

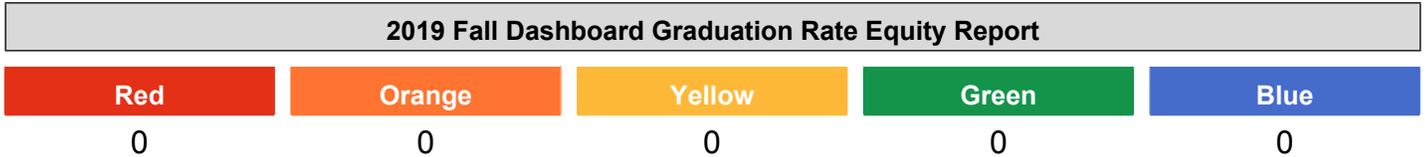
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>91.7</p> <p>Declined -1.2</p> <p>36</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>90.6</p> <p>Maintained -0.3</p> <p>32</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 88.9 27	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
92.9	91.7

Conclusions based on this data:

- We do not have any performance colors for Graduation Rate because historically we have less than 11 students in each group.
- We had a 91.7% graduation rate in the 2018-19 school year - a 1.2% decline from the 2017-18 school year, but still above the state level of 85.9%.

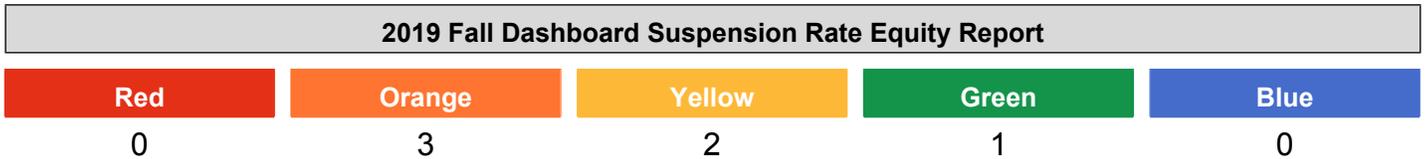
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 2.5 Increased +0.4 714	<p>English Learners</p>  Orange 3.1 Increased +0.3 255	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  Green 1.6 Declined -0.4 64	<p>Socioeconomically Disadvantaged</p>  Yellow 2.6 Maintained +0.1 614	<p>Students with Disabilities</p>  Orange 2.6 Increased +1 116

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7 Increased +0.3 634	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 1	 Yellow 2.3 Increased +2.3 43

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	2.5

Conclusions based on this data:

1. There was an increase for the suspension rate from 2018 to 2019, from 2.2% to 2.5%, which informed our leadership team that there needed to be a focus on using "Restorative Practices" as an alternative to suspensions, and we saw a major improvement during the 2019-2020 school year with decreasing our suspension rate down to 0%, which also had a positive impact on our overall attendance, and approval/satisfaction data from our MPS district wide annual Panorama surveys.
2. Due to the suspension rate from 2018 to 2019 going from 2.2% to 2.5%, we restructured our reflection committee practices to focus on using the interventions in our student parent handbook, with a specific focus on restorative practices, to use alternative interventions that allow the student to remain in their classes to learn, without using suspensions as a disciplinary practice.
3. One area of improvement will be to provide more collaboration for grade level teachers to discuss best practices and plan for more effective classroom management strategies to prevent and deescalate situations more effectively. Another area of improvement for our school will be to provide more MTSS opportunities for teachers and school leaders to be better prepared with strategies that can be implemented inside the classroom, as well as school wide, to improve the culture of the school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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. MSA SA 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 MSA SA for compliance and meeting charter goals. MSA SA 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 97.1%	2020-21: 97.0%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students number of miss assignments of teachers of English learners, total teacher miss assignments, and vacant teacher positions (Source: Local Indicator Priority 1)

Strategy/Activity

Teacher assignments and credentials:

MSA SA and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. MSA SA will support our teachers’ credentialing needs. MSA SA 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. MSA SA 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.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$24,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,000	Title II Part A: Improving Teacher Quality

5800: Professional/Consulting Services And Operating Expenditures
Teacher credentialing expenses (6 teachers)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

MSA SA will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. MSA SA will annually review the alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA SA will annually review the budget and plan to ensure an adequate budget for instructional materials. MSA SA 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds:

- Title 1, Object 4340; Amount: \$38,189.75 (Naviance program, Online Courses, BrainPop, NWEA, RazKids, Scholastic newspapers, ESGI, MyOn, Spelling City)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

38,189.75

Source(s)

Title I
4000-4999: Books And Supplies
Online programs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

MSA SA 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. MSA SA will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. MSA SA 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 MSA SA custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. MSA SA 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. MSA SA will procure and maintain necessary safety and emergency supplies, equipment and items. MSA SA will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after-school.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Healthy and nutritious meals:

MSA SA 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. MSA SA 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. MSA SA will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to MSA SA, supports and holds accountable MSA SA 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 MSA SA administration and enables the MSA SA 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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Measurable Outcome #1.

Ensuring appropriate teacher assignment. MSA-SA leadership collaborates with the Human Resource team from the Home Office to recruit the best candidates. Outreach and platforms such as EdJoin and Indeed and community outreach are used to find candidates. MSA-SA also partners with local universities and colleges to identify a fit for the learning community.

- Measurable Outcome #2.

Beginning of the school year, students are provided with textbook materials that can be kept at home and an individual textbook is available in the classroom. This eliminates student transportation of textbooks. At the start of the pandemic, outreach was conducted to ensure students have the tools necessary to access the online curriculum. Hot Spots and Chromebooks are provided and the curriculum can be accessed through Google Classroom. Technology support is provided through staff either remotely or in-person to ensure students are able to connect should issues arise.

- Measurable Outcome #3.

Collectively, MSA-SA Leadership and Home Office meet regularly to ensure the facility is in 'good repair.' The meetings address areas needing attention and potential future areas of concern. Additionally, MPS Home Office has protocols in place to conduct an on-going inspection of the facility to ensure it is in 'good repair.'

- Measurable Outcome #4.

MSA-SA Leadership makes an effort to ensure teachers are check-in regularly. Furthermore, classroom and schoolwide behavior management systems have been instituted and staff trained on protocols. These protocols and strategies assist the teaching staff with their classroom management. The goal is that staff members view the workplace environment as a positive place for students and teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major difference at the time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Measurable Outcome #2:

MSA-SA will constantly make itself available and reach out to families to ensure connectivity and learning continuum. This will include providing students with either Chromebook and/or hot spot for internet access should the need arise at any movement throughout the school year.

- Measurable Outcome #3:

Adjustments made include weekly meetings with the MPS Home Office in order to ensure safety protocols are in place as required by the Orange County Department of Public Health. An additional

cost might be incurred due to safety protocol implementation. LLM funds will be used to mitigate the cost expense.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

MSA SA desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, MSA SA 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. MSA SA 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. MSA SA 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 80%	2020-21: 58%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 64.7	2020-21: 65.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 34.23% English Learners: 9.28% Socioeconomically Disadvantaged: 32.47% Students with Disabilities: 12.07% Homeless: 32.43% Hispanic: 31.18% White: 73.33%	2020-21: All Students: 38% English Learners: 12% Socioeconomically Disadvantaged: 38% Students with Disabilities: 16% Homeless: 38% Hispanic: 37% White: 74%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 34.5 points below standard English Learners: 68 points below standard Socioeconomically Disadvantaged: 40.2 points below standard Students with Disabilities: 80.2 points below standard Hispanic: 42.8 points below standard White: 83.9 points above standard	2020-21: All Students: 29 points below standard English Learners: 62 points below standard Socioeconomically Disadvantaged: 33 points below standard Students with Disabilities: 72 points below standard Hispanic: 36.5 points below standard White: 84 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 50.4% English Learners: 45.5% Socioeconomically Disadvantaged: 51.6%	2020-21: All Students: 56% English Learners: 53% Socioeconomically Disadvantaged: 56%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 51.8% Hispanic: 51% White: 33.3%	Students with Disabilities: 56% Hispanic: 56% White: 52%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 28.61% English Learners: 10% Socioeconomically Disadvantaged: 26.36% Students with Disabilities: 12% Hispanic: 25.29% White: 73.33%	2020-21: All Students: 32% English Learners: 15% Socioeconomically Disadvantaged: 32% Students with Disabilities: 16% Hispanic: 32% White: 75%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 50.8 points below standard English Learners: 79.4 points below standard Socioeconomically Disadvantaged: 56.4 points below standard Students with Disabilities: 93.6 points below standard Hispanic: 60.3 points below standard White: 73 points above standard	2020-21: All Students: 44.5 points below standard English Learners: 72.5 points below standard Socioeconomically Disadvantaged: 50 points below standard Students with Disabilities: 86 points below standard Hispanic: 54 points below standard White: 74 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 40% English Learners: 35.5% Socioeconomically Disadvantaged: 40.2% Students with Disabilities: 41.7% Hispanic: 39.1% White: 57.9%	2020-21: All Students: 53% English Learners: 53% Socioeconomically Disadvantaged: 53% Students with Disabilities: 53% Hispanic: 53% White: 59%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: 41.9%	2020-21: 46.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 17.1%	2020-21: 17%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 16.47% English Learners: 1.92% Socioeconomically Disadvantaged: 16.54% Students with Disabilities: 0% Hispanic: 14.58% White: 30.76%	2020-21: All Students: 20% English Learners: 10% Socioeconomically Disadvantaged: 20% Students with Disabilities: 10% Hispanic: 20% White: 32%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

MSA SA will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. MSA SA 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. MSA SA 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.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. MSA SA 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$12,000
- Bonus Pay: Resource: Title II, Part A (4035); Object: 5864; Amount: \$20,521

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development (Tuition
Reimbursement)

20,521

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Bonus Pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

MSA SA 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. MSA SA 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. MSA SA 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.)

Expenditures associated with this action include the following:

Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Payment to Certified Staff: Resource: Title I, Part A (3010); Object: 1100; Amount: \$97,155.60
- Payment to Classified Staff: Resource: Title I, Part A (3010); Object: 2200; Amount: \$65,705.00
- Cost of Benefits: Title I, Part A (3010); Object: 3100; Amount: \$43,907.65

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

97,155.60

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Power Classes, School Psychologist (50%)

65,705.00

Title I
2000-2999: Classified Personnel Salaries

	Paraprofessionals
43,907.65	Title I 3000-3999: Employee Benefits Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and integrated ELD programs:

MSA SA I will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA SA 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. MSA SA teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA SA 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. MSA SA will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA SA will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. MSA SA 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.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (20%): Title IV, Part A (4127); Object: 1100; Amount: \$16,002.80
- School psychologist benefits (20%): Title IV, Part A (4127); Object: 3100; Amount: \$3,911.07

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,002.80	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries School Psychologist (20%)
3,911.07	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits School Psychologist (20%)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Activity 1:

MSA-SA will provide a rigorous and relevant curriculum, professional development, and data analysis to measure student outcomes to inform instructional practices that will close the achievement gap. The usage of NWEA MAP assessment and the CAASPP IABs and ICAs assessment alongside the data analysis collaboration has demonstrated academic growth.

- Activity 2:

MSA-SA values the professional development of all staff members and understands the importance of teacher preparation in order to close the achievement gap. Title 2 funds are used for new teachers' induction program through OCDE or Universities. The teacher induction program can help new teachers improve practice, learn professional responsibilities, and ultimately positively affect student learning.

- Activity 3:

MSA-SA created MTSS leads for each grade level to support administration and teaching staff to implement a framework to provide targeted support to struggling students. The team screens all students and aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Intervention practices include the additional tutoring sessions by teaching staff, Saturday School, and other problems to mitigate learning loss.

- Activity 4:

EL Coordinator is responsible to implement, demonstrate, and coordinate the ELD literacy program in compliance with the EL Master Plan of MPS, and abide by state and federal guidelines. Consistency in the teaching role has increased the effective implementation of ELPAC assessment, professional development to increase student preparation and increase in EL student progress.

- Activity 5:

20% is allocated to the salary of the School Psychologist. The School Psychologist is a uniquely qualified member of the school team that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. The ability to research and training teaching staff during a sensitive moment is vital to ensure student needs are being met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Activity 3 is utilizing the Learning Loss Mitigation funds to support additional the student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Additional support sessions are created to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As well as expansion of Paper usage from pilot program to school wide.
- Routine implementation of IABs as unit plans to effectively measure student growth. This process has been built out, but effectiveness has not been fully measured due to the COVID 19 pandemic. 2020-21 will be an indicator of success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

It is the MSA SA'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. MSA SA 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, MSA SA will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. MSA SA 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 52.8%	2020-21: 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 85.19%	2020-21: 85.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 55.56%	2020-21: 56.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 47.8%	2020-21: 33.0%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 48.1%	2020-21: 38.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 53.0%	2020-21: 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.3%	2020-21: 93.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 34.6%	2020-21: 35.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 42.3%	2020-21: 43.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 53.8%	2020-21: 50.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 100.0%	2020-21: 100.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 50.0%	2020-21: 55.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%	Class of 2019: 55.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 6%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

MSA SA 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. MSA SA 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. MSA SA will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. MSA SA will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. MSA SA 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. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

MSA SA 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, MSA SA 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.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

MSA SA 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. MSA SA 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. MSA SA 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.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

MSA SA 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. MSA SA 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, MSA SA will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. MSA SA will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramural or interscholastic sports, etc. MSA SA will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, MSA SA 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. MSA SA 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Activity 1:

Post-COVID 19, students are provided with opportunities to visit colleges and inspire a college and career readiness culture. With the COVID 19 pandemic, visits will be eliminated, but other means will be discovered to inspire students with a more positive perception of college. Current actions include the utilization of the College feature within the Summit Learning Platform and zoom session with alumni that are currently in college.

- Activity 2:

MSA SA over the last couple of years has placed protocols in place to determine specific pathways for students as determined by state and internal assessments. The percentage of students taking advanced math remains consistent. The honor pathway has been created for the other core subjects. The specific pathways will be essential for 2020-21, as this will be used to determine learning gaps and mitigate learning loss. Lastly, a major emphasis on projects and the usage of a cognitive skill rubric has been implemented to engage students to learn by actively engaging in real-world and personally meaningful projects.

- Activity 3:

Blended Learning is a major staple of MSA SA. This is supported through a collaboration between the Home Office and grade level and department chairs. . A learning platform is in place to produce a rigorous learning environment that utilizes Google Suites. Digital citizenship takes place in the advisory courses and core content course as part of the teacher's management system and procedures. With the role of the MTSS team, it developed a virtual learning behavior matrix to ensure students are aware of expectations and appropriate behaviors. This has also been shared with families through newsletters, meetings, etc.

- Activity 4:

Although the PFT assessment submission to the state has been suspended, MSA-SA PE staff continues to monitor student progress on these goals at least 2x per year. This allows students to engage in their own data and build goals for a healthier lifestyle.

- Activity 5:

MSA SA has a variety of elective offerings: STEAM Lab, Basic Art, Music, Spanish 1 and 2, and various club offerings during the after-school program. Electives give students avenues for choice and can function as vehicles for core content standards. Although the budget is tight, MSA-SA is committed to offering these choices that expand student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding is allocated through general funds and it is operating as expected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Activity 1:

The COVID 19 pandemic has lead to the alteration of this goal. MSA SA will make an effort to adjust and ensure students are exposed to the college experience and environment.

- Activity 2:

The COVID 19 pandemic has lead to the creation of cohorts. Much time was invested to ensure students are group appropriately to ensure a challenging and rigorous curriculum, as well as mitigate learning loss. Efforts to mitigate learning loss has included additional tutoring time, Saturday School, Summer School, and partnerships with organizations. LLM funds will provide the resources for these actions.

- Activity 4:

MSA-SA PE staff will need to create internal methods and goals to ensure students are reaching acceptable outcomes in the area of physical fitness and health. The state has suspended PFT reporting.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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. MSA SA 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. MSA SA will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 15.9%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.66%	2020-21: 97.0%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 8.5%	2020-21: 5.5%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 8.3%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 91.7%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 2.5%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 97.1% Families: 100% Staff: 98.0%	2020-21: Students: 98.0% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 72.0% Families: 94.0% Staff: 86%	2020-21: Students: 73.0% Families: 95% Staff: 85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

MSA SA 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. MSA SA 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, MSA SA will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

MSA SA 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. MSA SA will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. MSA SA 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. MSA SA 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. MSA SA 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.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

ParentSquare software fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$2,750.00

PACE Coordinator salary (30%): Title I, Part A (3010); Object: 2100; Amount: \$ 12,597.45

Parent Education (PEBSAF) fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$4,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,750.00	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Communication Software (ParentSquare)
12,597.45	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries PACE Coordinator (30%)
4,000	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Education

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

MSA SA 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. MSA SA 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. MSA SA 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. MSA SA will celebrate student and school achievement and organize recognition assemblies and other school wide culture-building activities. MSA SA will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. MSA SA 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

MSA SA will annually administer school experience surveys to students, parents, and staff. MSA SA 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 steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

MSA SA 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. MSA SA will secure community support to sustain existing resources and add new resources that address emerging student needs. MSA SA 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.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Activity 1. In collaboration with leadership and teaching staff and other stakeholders a calendar is created and articulated to all stakeholders of the various meetings: ELAC, SSC, PAC, PTF. This ensures that the meetings are arranged to allow for stakeholder feedback in the development of school plans.

Activity 2. MSA Santa Ana creates a school calendar with these events and it is articulated to families through ParentSquare, mailings, and website. Furthermore, the COVID 19 pandemic has altered our support staff's role to reach out to families to ensure school platforms are accessible. This process is ongoing as well as tutorials for staff, students, and families in order to ensure the tools are accessible and used appropriately. Additionally, the support staff outreach served as a process to identify family immediate needs during the pandemic to ensure the learning continuum. The Dean of Student collaborates with all stakeholders to ensure information is disseminated and acted upon. This process will continue throughout the year.

Activity 3. During the school year, MSA Santa Ana collects vital information from families in order to identify potential needs and ensure students have everything necessary to start their school year. The Dean of Student works with support staff and other stakeholders to reach out to families to ensure all tools and resources are available for connectivity and learning continuum. Dean of Student leads the effort to conduct an SEL survey at least 2 times per year and performances a data analysis with the MTSS team in order to make informed decisions at a schoolwide level.

Activity 4. The annual survey is lead by the Director of Outreach & Community Engagement, a collaborative effort is conducted with leadership to ensure systems are in place to maximize participation across all stakeholders. MSA Santa Ana analysis the data to inform the decision making for the following school year or address immediate needs.

Activity 5. The Director of Outreach & Community Engagement collaborates with leadership to identify learning community needs in order to identify potential partners or resources across the community to assist our families. The lead will participate in community meetings and report on community needs to inform MSA SA school-wide plans and decision making.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding comes from various sources to meet the goals and metrics as established. With the COVID 19 pandemic, there are additional needs that are being fully understand and available LLM funds and partnerships to address concerns such as mental health and learning loss.

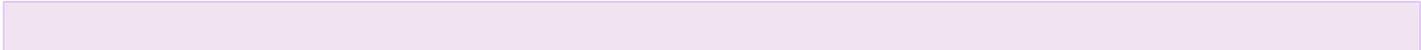
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PAC meetings might be conducted more regularly in order to address concerns such as distance learning, small group support, hybrid/in-person instruction.

Parent involvement events will be adjusted to a virtual platform in order to abide by the Orange County County Public Health Department guidelines.

ADA rate will continue to be monitored based on the state and local guidelines for distance learning and hybrid learning models. Additionally, student engagement will be tracked to ensure that students are learning and learning loss is mitigated due to the pandemic.

Survey participation will be adjusted to meet the guidelines of the Orange County Public Health Department. Adjustments will be determined in the future to ensure a high level of participation from all stakeholders.



Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$337,589.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$340,740.32

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$244,958.00
Title I Part A: Parent Involvement	\$19,347.45
Title II Part A: Improving Teacher Quality	\$56,521.00
Title IV Part A: Student Support and Academic Enrichment	\$19,913.87

Subtotal of additional federal funds included for this school: \$340,740.32

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$340,740.32

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	244,958.00
Title I Part A: Parent Involvement	19,347.45
Title II Part A: Improving Teacher Quality	56,521.00
Title IV Part A: Student Support and Academic Enrichment	19,913.87

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,679.40
2000-2999: Classified Personnel Salaries	78,302.45
3000-3999: Employee Benefits	47,818.72
4000-4999: Books And Supplies	38,189.75
5000-5999: Services And Other Operating Expenditures	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	38,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	97,155.60
2000-2999: Classified Personnel Salaries	Title I	65,705.00
3000-3999: Employee Benefits	Title I	43,907.65
4000-4999: Books And Supplies	Title I	38,189.75

2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	12,597.45
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,750.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	20,521.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	36,000.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	16,002.80
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	3,911.07

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,189.75
Goal 2	259,203.12
Goal 4	19,347.45

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Steven Keskindurk	Principal
Cobi Luciani	Other School Staff
Gabriella Lemus	Parent or Community Member
Candice Zakka (Elementary)	Classroom Teacher
Alejandra Vergara	Secondary Student
Vanessa Gutierrez	Parent or Community Member
Luisa Sanchez	Parent or Community Member
Betul Taner	Secondary Student
Kerem Bal (Secondary)	Classroom Teacher
Mareva Coustaut	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee 11/18/2020

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Steven Keskinturk on 11/18/2020
	SSC Chairperson, Candice Zakka on 11/18/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-San Diego	37-68338-0109157	December 4, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 6
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 30
- Resource Inequities 30
- School and Student Performance Data 31
 - Student Enrollment..... 31
 - CAASPP Results..... 33
 - ELPAC Results 37
 - Student Population..... 39
 - Overall Performance 40
 - Academic Performance..... 41
 - Academic Engagement..... 47
 - Conditions & Climate..... 50
- Goals, Strategies, & Proposed Expenditures..... 52
 - Goal 1..... 52
 - Goal 2..... 58
 - Goal 3..... 67
 - Goal 4..... 73
- Budget Summary 80
 - Budget Summary 80
 - Other Federal, State, and Local Funds 80
- Budgeted Funds and Expenditures in this Plan 81
 - Funds Budgeted to the School by Funding Source..... 81
 - Expenditures by Funding Source 81
 - Expenditures by Budget Reference 81
 - Expenditures by Budget Reference and Funding Source 81
 - Expenditures by Goal..... 82
- School Site Council Membership 83
- Recommendations and Assurances 84
- Instructions..... 85

Instructions: Linked Table of Contents.....85
Purpose and Description.....86
Stakeholder Involvement.....86
Resource Inequities86
Goals, Strategies, Expenditures, & Annual Review87
Annual Review88
Budget Summary89
Appendix A: Plan Requirements91
Appendix B:.....94
Appendix C: Select State and Federal Programs96

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Spring 2020 Survey Participation Rates:

Student 94.7%

Family 64.9%

Staff 96.9%

We had a significant increase in student, family, and staff participation rates this year. We think the reason for the increase in family participation was due to the voice messages, newsletters, reminders at parent meetings, and PTF support. The staff was given time during a staff meeting to ensure even more staff members completing the survey. Students were given the survey during History class to provide enough time for completion. Students who were present on their history class on survey day were able to complete the survey during that class period.

Spring 2020 Overall Satisfaction Rates:

Student 80%

Family 95%

Staff 100%

We had a significant increase in student, family, and staff satisfaction rates this school year. Although we know that there are more improvements we need to make to support our staff, students and parents, the survey results confirm that we are moving in the right direction. We believe that after the facility move, temporary church site transition, budget struggles and ongoing facility needs, finally we are setting our culture and creating systems in place to better serve our community. To create a more positive school culture we had our staff attend multiple MTSS trainings through a grant. As a result of the new systems and capacity we were able to have more student involvement, more student centered activities and also many rewards to highlight the student academic and SEL achievements.

Spring 2020 Average Approval Rates

Student 62%

Family 96%

Staff 90%

Our student approval rates increased 9% from the past school year. There has been a concerted effort in supporting our students' social-emotional wellbeing through weekly SSR lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. The family approval rate indicated a 1% increase for a solid 96% average. Our family approval rate is consistently high from year to year, and a 1% increase from last school year is significant. We work closely with our families to ensure they are valued stakeholders in decision making, and we've created a quality program because of this collaboration. Our staff approval rate increased by 5% from last school year bringing our average up to 90%. The increase can be attributed to the planned effort in creating a sense of camaraderie through the value we place on open lines of communication, valuing our colleagues input, and providing varied opportunities for staff members to participate in shared leadership.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

We do formal, informal and peer observations every school year to provide feedback to our teaching staff. During the classroom visits (virtual or in person) we observed that students are engaged, a differentiated instruction is provided, teachers consistently post student learning target, standards, daily agenda, Depth of Knowledge Level, 4Cs of the lesson (critical thinking, collaboration, creativity and communication) and Restorative Practice question of the day. To provide a more engaging Distance Learning, we provided PDs for our teachers. Our teachers are utilizing online engagement tools like Kahoot!, Quizizz, Edpuzzle, Zoom polls, chat, and break out rooms and other blended learning tools that we used during in person classes. Our teachers adapted to Distance Learning easily since we already used Google Classroom as our main blended learning platform.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-San Diego also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-San Diego administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-San Diego teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, ReadTheory, Membean, Khan Academy and NWEA MAP. MSA-San Diego utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-San Diego are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-San Diego, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-San Diego teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-San Diego conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-San Diego teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-San Diego is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-San Diego also monitors and evaluates teachers for their performance.

MSA-San Diego provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-San Diego provides all staff with multiple opportunities to grow professionally. MSA-San Diego assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-San Diego determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-San Diego monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-San Diego continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-San Diego also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-San Diego uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-San Diego uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-San Diego will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-San Diego evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-San Diego is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a week and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Level Chairs are responsible for minutes and forwarding action items to the appropriate

administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-San Diego as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-San Diego program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-San Diego's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-San Diego annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-San Diego provides culturally and linguistically relevant materials for students. MSA-San Diego also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Khan Academy, Membean, No Red Ink, Read Theory, and NearPod allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-San Diego has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-San Diego will implement the Multi-Tiered System of Supports (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 to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-San Diego recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-San Diego implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-San Diego has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ReadTheory, Khan Academy and StudySync.

MSA-San Diego utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-San Diego program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-San Diego's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Khan Academy, Membean, No Red Ink, Read Theory, and NearPod allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-San Diego has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-San Diego uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-San Diego utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-San Diego supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-San Diego fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-San Diego contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-San Diego deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-San Diego addresses the needs of low-income and socio-

economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-San Diego's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- Read Theory
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- After school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-San Diego's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-San Diego provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-San Diego uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support

the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

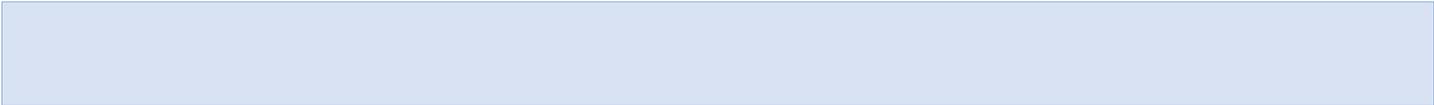
The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

During the Covid-19 pandemic, the Home Visit model switched to Zoom meetings with parents, students, and teachers/administration.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: Saturday School, Home Visits, Assessment tools and support staff.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MSA-San Diego strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

Parent Advisory Committee meetings: 08/11/2020, 09/04/2020, 09/11/2020, 09/18/2020, 09/25/2020, 10/02/2020, 10/09/2020, 10/30/2020, 11/06/2020, 11/20/2020.

ELAC meetings: 12/1/2020

SSC meetings: 12/4/2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.2%	0.5%	0.45%	1	2	2
African American	5.7%	5.2%	6.77%	23	21	30
Asian	2.5%	3.2%	6.77%	10	13	30
Filipino	3%	2%	2.26%	12	8	10
Hispanic/Latino	27.7%	31.4%	36.12%	112	127	160
Pacific Islander	0.2%	0%	0.23%	1	0	1
White	49%	43.1%	38.15%	198	174	169
Multiple/No Response	11.6%	14.6%	8.58%	47	59	3
Total Enrollment				404	404	443

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	125	148	140
Grade 7	141	131	174
Grade 8	138	125	129
Total Enrollment	404	404	443

Conclusions based on this data:

1. There is an increase in Hispanic/Latinx students and decrease in white student population.
2. School Enrollment increased as of 2019-20 school year by 39 students
3. There is a significant increase in African American and Asian students

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		18	27		4.5%	6.1%
Fluent English Proficient (FEP)		67	85		16.6%	19.2%
Reclassified Fluent English Proficient (RFEP)		5	5		27.8%	27.8%

Conclusions based on this data:

1. The number of English Learners increased significantly compared to the previous year. Because of this, we increased the scope of support our EL students receive.
2. The percent of students we were able to reclassify remained the same from the previous year. Because the number of EL students increased, we would like to see an increase in the number of students we are able to reclassify.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		125	146		118	143		118	143		94.4	97.9
Grade 7		134	129		132	123		132	123		98.5	95.3
Grade 8		140	125		138	125		138	125		98.5	100
All		399	400		388	391		388	391		99.7	97.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2531.	2563.		16.95	26.57		36.44	43.36		23.73	18.88		22.88	11.19
Grade 7		2579.	2585.		24.24	30.89		40.91	30.89		19.70	24.39		15.5	13.82
Grade 8		2595.	2619.		20.29	32.00		43.48	44.00		24.64	16.80		11.59	7.20
All Grades	N/A	N/A	N/A		20.62	29.67		40.46	39.64		22.68	19.95		16.24	10.74

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6		28.81	37.06					47.55		15.38
Grade 7		34.85	34.15					47.97		17.89
Grade 8		33.33	44.00					40.00		16.00
All Grades		32.47	38.36					45.27		16.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		19.49	22.38		48.31	62.24		32.2	15.38
Grade 7		31.82	38.21		50.0	44.72		18.18	17.07
Grade 8		32.61	37.60		55.80	53.60		11.59	8.80
All Grades		28.35	32.23		51.55	53.96		20.10	13.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		16.95	20.98		66.10	66.43		16.95	12.59
Grade 7		23.48	29.27		62.88	61.79		13.64	8.94
Grade 8		23.19	37.60		67.39	59.20		9.42	3.20
All Grades		21.39	28.90		65.46	62.66		13.14	8.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		37.29	39.16		43.22	48.95		19.49	11.89
Grade 7		43.94	37.40		46.21	43.90		9.85	18.70
Grade 8		37.68	42.40		49.28	48.00		13.04	9.60
All Grades		39.69	39.64		46.39	47.06		13.92	13.30

Conclusions based on this data:

1. We had an increase in the percent of students who were above standard in all areas: Reading, Writing, Listening, Research/Inquiry. In addition we had a decrease in students who performed below standard in the same areas.
2. An area for improvement for all grade levels is in the area of listening (how well students understand spoken information). We are implementing strategies for increasing listening comprehension in all content areas through increasing opportunities for students to have collegial discussions and commenting on questions and comments in a one-on-one, group, and teacher-led scenarios.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		125	146		118	143		118	143		94.4	97.9
Grade 7		134	129		132	123		132	123		98.5	95.3
Grade 8		140	125		138	125		138	125		98.5	100
All		399	400		388	391		388	391		97.24	97.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2528.	2570.		23.73	37.06		18.64	25.17		27.97	17.48		29.66	20.28
Grade 7		2594.	2570.		38.64	31.71		24.24	21.95		27.27	24.39		9.85	21.95
Grade 8		2592.	2626.		31.88	45.60		16.67	20.00		26.81	22.40		24.64	12.00
All Grades	N/A	N/A	N/A		31.70	38.11		19.85	22.51		27.32	21.23		21.13	18.16

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6		27.97	46.85		35.59	29.37		36.44	23.78	
Grade 7		47.73	40.65		32.58	34.96		19.70	24.39	
Grade 8		37.68	54.40		32.61	24.80		29.71	20.80	
All Grades		38.14	47.31		33.51	29.67		28.35	23.02	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		27.12	32.17		41.53	47.55		31.36	20.28
Grade 7		37.88	33.33		46.97	38.21		15.15	28.46
Grade 8		34.06	44.80		48.55	39.20		17.39	16.00
All Grades		33.25	36.57		45.88	41.94		20.88	21.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		27.73	37.06		39.83	44.06		36.44	18.88
Grade 7		36.36	31.71		56.06	51.22		7.58	17.07
Grade 8		40.58	43.20		40.58	48.80		18.84	8.00
All Grades		34.02	37.34		45.62	47.83		20.36	14.83

Conclusions based on this data:

1. We had an increase in the percent of students who were above standard in all areas: Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning.
2. The percent of students who were below standard in the area of Problem Solving and & Modeling/Data Analysis increased as well as the percent of students who were at or near standard in the area of concepts & procedures and Problem Solving and & Modeling/Data Analysis decreased. To address this, we are identifying and scheduling training specific to math instruction for students with disabilities including current intervention programs. In addition, we are purchasing additional math intervention curriculum for students who are 2-3 years below grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	8
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	4
All Grades							19	15

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	53.33	*	20.00	*	20.00	*	6.67	19	15

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	73.33	*	6.67	*	13.33	*	6.67	19	15

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	26.67	*	26.67	*	40.00	*	6.67	19	15

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	*	33.33	78.95	46.67	*	20.00	19	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	63.16	80.00	*	13.33	*	6.67	19	15

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	*	20.00	*	46.67	*	33.33	19	15

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	33.33	68.42	66.67	*	0.00	*	15

Conclusions based on this data:

1. The number of EL students decreased from the 17-18 school year to the 18-19 school year. The data represented in the tables above are inconclusive due to the lack of information provided.
2. In order to proactively address the needs of our EL students, we have increased the support provided for this student group. Teachers are trained in SDAIE strategies and the CHATS framework yearly.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
404	26.7	4.5	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	4.5
Homeless	10	2.5
Socioeconomically Disadvantaged	108	26.7
Students with Disabilities	59	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	5.2
American Indian	2	0.5
Asian	13	3.2
Filipino	8	2.0
Hispanic	127	31.4
Two or More Races	55	13.6
White	174	43.1

Conclusions based on this data:

1. Our school had an increase in enrollment of Hispanic and African American students in the 2018-19 school year. We have a richly diverse student population, and have incorporated culturally responsive teaching to the repertoire of our teachers as well as diversity training for all staff members.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="773 506 844 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1323 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 703 373 730">Green</p>		

Conclusions based on this data:

1. Because nearly 15% of our students are students with disabilities, and these students did not show comparable growth to our general education students, we have increased the number of case managers and training for teachers and support staff on supporting these students with special needs. In addition, we are purchasing curriculum for students who are 2-3 years below grade level. Also, training will be provided for educational specialists and support staff in the programs teachers are using in class (Khan and Mappers) in order to have a more cohesive program for these students.
2. We have a strong ELA program with experienced teachers sharing resources and strategies with other content areas. We use a combination of McGraw Hill curriculum as well as teacher created material to supplement the program. In addition, using NWEA MAP benchmark data to inform instruction throughout the year has proven successful.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>41 points above standard</p> <p>Increased Significantly ++18.6 points 375</p>	<p>English Learners</p> <p>Green</p> <p>8.3 points above standard</p> <p>Increased Significantly ++20.8 points 43</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>8.6 points above standard</p> <p>Increased Significantly ++10.2 points 114</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>53.9 points below standard</p> <p>Increased ++6.8 points</p> <p>58</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.3 points below standard Maintained ++2.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 93.2 points above standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue 34 points above standard Increased Significantly ++34.7 points 117	 Green 38.1 points above standard Maintained -1.6 points 54	 No Performance Color 0 Students	 Blue 46.7 points above standard Increased ++14.2 points 158

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.5 points below standard Increased Significantly ++42.8 points 15	43.1 points above standard Increased Significantly ++20.3 points 28	39.8 points above standard Increased ++13.2 points 296

Conclusions based on this data:

1. All of our student groups showed significant improvement in ELA
2. African American and Two Or More races student groups didn't show the same level of improvement compared to the rest of the student population.
3. Schoolwide student performance is Blue, which is the highest possible performance.

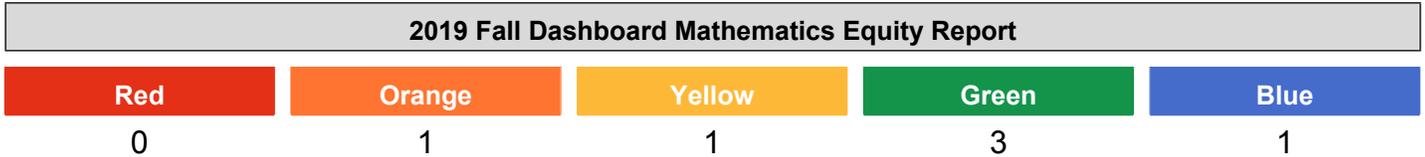
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>21.8 points above standard</p> <p>Increased ++13.2 points</p> <p>375</p>	<p>English Learners</p>  <p>Yellow</p> <p>21.4 points below standard</p> <p>Maintained ++0.4 points</p> <p>43</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>18.5 points below standard</p> <p>Increased Significantly ++17.2 points</p> <p>114</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>74.7 points below standard</p> <p>Maintained -0.9 points</p> <p>58</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 37.8 points below standard Increased ++14.5 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 65.6 points above standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue 8.7 points above standard Increased Significantly ++26.7 points 117	 Green 16.9 points above standard Declined Significantly -18.4 points 54	(Empty cell)	 Green 32 points above standard Increased ++11.8 points 158

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82 points below standard Increased ++12.3 points 15	11 points above standard Increased ++3.5 points 28	22.6 points above standard Increased ++9.8 points 296

Conclusions based on this data:

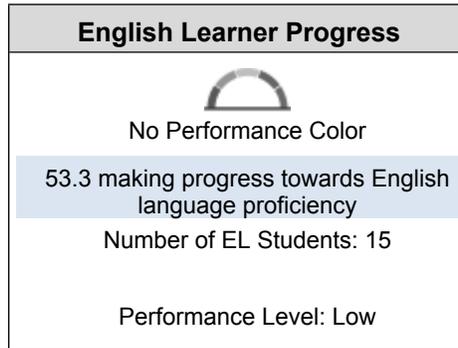
1. Schoolwide performance color is green and we missed the blue performance level by only 1.8 points.
2. All of our student groups showed improvement except for students with disabilities and two or more races. We did a root cause analysis meeting and created action plan to address the needs of our students in these student groups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3	33.3	33.3	

Conclusions based on this data:

1. Our school had a small EL population in 2019 Fall Dashboard.
2. More than half of the students showed progress towards English Language proficiency

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

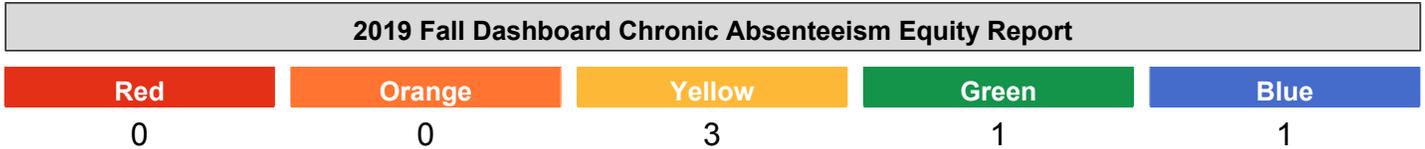
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.6</p> <p>Declined -2.2</p> <p>422</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>16.7</p> <p>Increased +11.7</p> <p>18</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>15.3</p> <p>Declined -1.9</p> <p>137</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>16.2</p> <p>Declined -3.1</p> <p>68</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Declined -5.8 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.9 Declined -0.6 137	 Green 6.8 Declined -3 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 5 Declined Significantly -3.4 181

Conclusions based on this data:

1. All student groups showed a decline in chronic absenteeism except for the English learners

School and Student Performance Data

Academic Engagement Graduation Rate

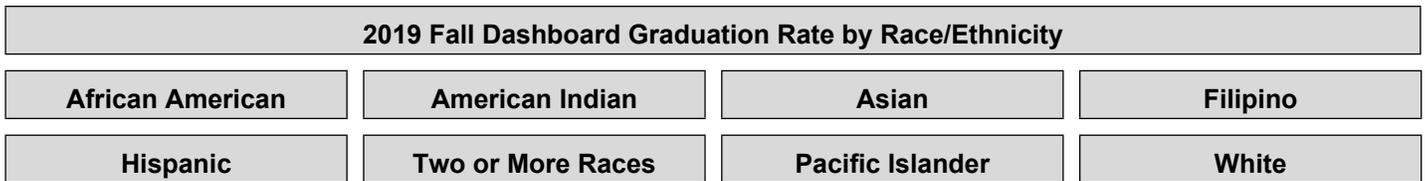
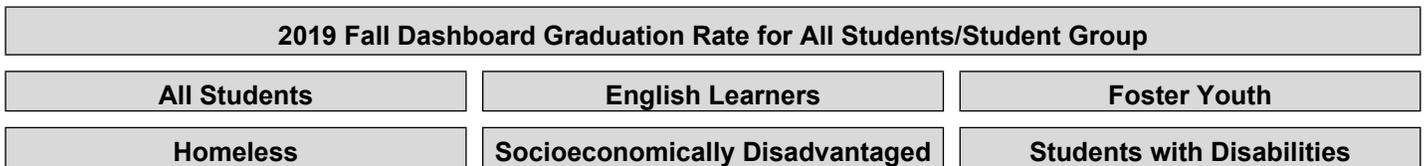
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

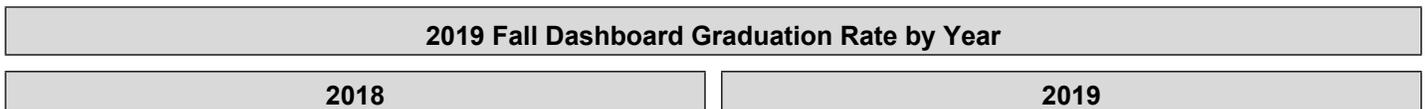
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

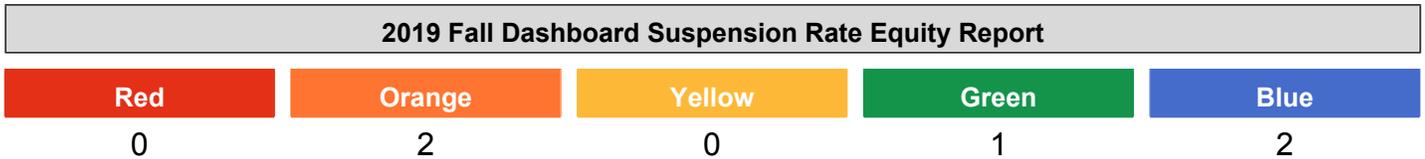
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.8</p> <p>Declined -0.7</p> <p>437</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -10</p> <p>18</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.1</p> <p>Declined -1.8</p> <p>142</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>4.2</p> <p>Increased +0.3</p> <p>72</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.5 Increased +4.5 22	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 7.7 Increased +7.7 13	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.5 Increased +1 142	 Blue 0 Declined -1.9 62	(Empty)	 Blue 0.5 Declined -2.8 188

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	2.6	1.8

Conclusions based on this data:

1. School wide suspension rate decreased compared to previous school year.
2. There is an increase in suspension rates for Hispanic and students with disabilities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 95.0%	2020-21: 96.5%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher assignments and credentials:

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.

School Specific: Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$6,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, 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.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clean and safe facilities that support learning:

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.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Healthy and nutritious meals:

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 as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

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.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1

Activity 1 - MPS Human Resources team conducts credential reviews. All teacher credentials were checked to place them in aligned subject course assignments. HR & Principal works together to review credentials and placed teachers in necessary programs - ie. BTSA, CLAD.

Activity 2 - All students who had technology needs were provided Chromebooks and hotspots. IT manager provides teacher & student troubleshooting when necessary. Teachers are implementing standards-aligned, online curriculums and instructional materials that are accessible to all students.

Activity 3 - Facility inspections are conducted regularly to ensure for compliance and a safe learning environment. Custodial company performs general cleaning and disinfection on a regular basis. Annual comprehensive school safety & security plan developed. Safety training conducted for all staff to respond to emergency situations with proper protocol. Supervision staff (and rotating teachers) were assigned clear monitoring areas for students in non-classroom areas - esp during passing periods, lunch, and after school.

Activity 4 - Nutritious food provided to interested students during lunch periods. Meals continued to be accessible to all students/families during distance learning with a parent grab & go drive thru system.

Activity 5 - Home Office provides training specific to Principals, Deans of Academics, and Deans of Students. Frequent, detailed guidance is provided regarding Covid safety measures that need to be prepared. Financial services are provided to assist principal with maintaining a well-balanced budget. Math and English Program Coordinators hold monthly trainings with teachers regarding IAB administration and data analysis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

EXCELLENCE

LEA/LCAP Goal

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.

Goal 2

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 80%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 45.0	2020-21: 45.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%	2020-21: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard	2020-21: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%	2020-21: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard	2020-21: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: 52.6%	2020-21: 52.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 20.0%	2020-21: 20.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%	2020-21: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction:

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development 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.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$12,505

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,505

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures
Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize 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.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Certificated staff salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$4,380
- Classified staff salaries: Resource: Title I, Part A (3010); Object: 2100; Amount: \$17,500
- Certificated staff benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$2,344
- Classified staff benefits: Resource: Title I, Part A (3010); Object: 2100; Amount: \$6,696
- Teacher & Admin stipends for Saturday school: Title I, Part A (3010); Object: 1100; Amount: \$10,000
- Programs and Reference Materials: Resource: Title I, Part A (3010); Object: 4340; Amount: \$5,750

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,380

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated staff salaries

2,344	Title I 1000-1999: Certificated Personnel Salaries Certificated staff benefits
10,000	Title I 1000-1999: Certificated Personnel Salaries Teacher & Admin stipends for Saturday school
17,500	Title I 2000-2999: Classified Personnel Salaries Classified staff salaries
6,696	Title I 2000-2999: Classified Personnel Salaries Classified staff benefits
5,750	Title I 4000-4999: Books And Supplies Programs and Reference Materials-NWEA MAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated and integrated ELD programs:

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

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have 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.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2

Activity 1: MSA-San Diego continued to provide high quality instruction both in person and during distance learning with standards-aligned curriculums. To provide additional support teachers made themselves available weekly during tutoring and office hours via zoom.

Activity 2: Home office provided Professional Development support - EL director presented resources, ELA & Math Instructional coaches supported IAB administration, Symposiums focused on UDL curriculum development. Staff were given weekly grade-level and department meeting times to encourage collaboration and streamlined strategies. Informal observations were conducted by administration as well as teacher peers to allow for feedback aligned to high-quality education standards.

Activity 3: Tier 1, 2 & 3 interventions provided. Middle school students were placed in support classes based on SBAC & MAP NWEA results. Deans of Academics closely monitored students with failing grades and worked with grade level SSPT coordinators to hold Student Support and Progress Team meetings and goal-setting meetings with students & parents.

Activity 4: StudySync McGrawhill curriculum, used by all ELA teachers, provides curriculum with integrated EL supports. EL Coordinator provided resources & strategies with teachers quarterly in staff Professional Development meetings - ELD instructional strategies outlined in CHATS framework. Level 1 & 2 students were placed in designated ELD support classes.

Activity 5: Student services and supports listed in IEPs continued to be met during distance learning model - Special Education staff had extended learning hours as well as additional push-in support for sync & async sessions. Staff made weekly calls to check-in with parents on student progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The Saturday school budget increased significantly to help close the achievement gap due to Covid 19 school closures

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

INNOVATION

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Expenditures associated with this action include the following: college/career related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. 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.

Expenditures associated with this action include the following: Mystery Science program fees, San Diego STEAM Expo Expenditures, San Diego Festival of Science and Engineering Expenditures, Robotics, Science, Math, Band, Engineering demonstration, community event and competition expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and

self-expression through drawing and fine 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.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Activity 1: Before school closure students participated in College Career week and attended college events to promote college going culture. During distance learning we invite guest speakers and also plan to do a virtual College & Career Week for all students to participate in.

Activity 2: Before covid-19 school closures we were able to do our monthly STEAM activities which includes but not limited to San Diego Festival of Science and Engineering, Celebration of Science, STEM In your Backyard event, Holiday STEAM Expo. During distance learning we continued to host virtual STEAM activities.

Activity 3: During the transition to Distance Learning, our local leadership team developed a virtual learning behavior matrix to ensure students are aware of expectations and appropriate behaviors. This has also been shared with families through newsletters, meetings, etc.

To provide digital literacy our teachers plan lessons to help students to find, evaluate, and compose clear information through writing and other media on various digital platforms. Also with distance learning we started utilizing the student email accounts. We trained our students on how to use their school email accounts and we had training and assignments on how to write an effective email.

Activity 4: PE teachers continued to provide exercises via zoom during distance learning.

Activity 5: We continue to offer elective classes during distance learning which are Robotics and Engineering, Art, BAnd, Maker Space, and Spanish. Also our staff continues to offer after school clubs daily.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No Title funds were budgeted or used to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Study Skills class moved from being an Elective class to a course for all students to equip all students with 21st century skills. Also we added Makerspace elective course to provide more STEAM course options.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CONNECTION

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 3	2020-21: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 3	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 10	2020-21: 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 17%	2020-21: 17%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 95.8%	2020-21: 96.5%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 5.5%	2020-21: 5%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 2.5%	2020-21: 1%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 94.7% Families: 64.9% Staff: 96.9%	2020-21: Students: 85% Families: 60% Staff: 90%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 62% Families: 96% Staff: 90%	2020-21: Students: 63% Families: 95% Staff: 85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

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.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

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

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- ParentSquare, Illuminate SIS and SchoolMint software fees: Resource: Title IV, Part A (4127); Object: 5800; Amount: \$10,287
- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,287	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures ParentSquare, Illuminate SIS and SchoolMint software fees
3,000	Title I 1000-1999: Certificated Personnel Salaries Homevisit compensation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. 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.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

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

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

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

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 4

Activity 1: PTF, SSC, and ELAC meetings held regularly (until covid restrictions) to inform parents about key school decisions and provide opportunities to receive input/feedback and hear parent

concerns. After the covid-19 restrictions weekly parent meetings were held to give updates on a regular basis.

Activity 2: Student/Parent Back-to-School Night, Orientation, and Parent-Teacher Conferences held to promote parent participation. Parents provided Illuminate access for accessibility with course assignments, grades and attendance. Admin, leadership, and grade-level meetings, 1-1 teacher meetings were held to create support plans for students based on student grades, MAP data and SBAC Data. Teachers conducted home visits to build parent relationships. Parent Square communication software has been used by grade level leads to provide weekly announcements ,and to deliver weekly newsletters.

Activity 3: Deans of Students Actively managed student discipline and coordinated necessary tier 3 interventions, which included Character Education programs. Clear behavior expectations matrix developed in line with PBIS. Monthly assemblies held to celebrate student culture and achievement.

Activity 4: Panorama surveys conducted by all stakeholders to receive crucial feedback. Survey results analyzed by staff and administration to inform greatest needs and action steps for improvement.

Activity 5: We partner with local businesses, Barnes and Noble, Grossmont Center , Grossmont College, SDCOE, nonprofits, SDPD, FBI and many other organizations to provide more resources for our community which includes but not limited to student assemblies, San Diego STEAM Expo, parent and staff workshops, STEAM activities, and fundraising activities. We also hosted in person and virtual enrollment events to promote our school programs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$78,462.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$78,462.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$49,670.00
Title II Part A: Improving Teacher Quality	\$18,505.00
Title IV Part A: Student Support and Academic Enrichment	\$10,287.00

Subtotal of additional federal funds included for this school: **\$78,462.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: **\$78,462.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	49,670.00
Title II Part A: Improving Teacher Quality	18,505.00
Title IV Part A: Student Support and Academic Enrichment	10,287.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,724.00
2000-2999: Classified Personnel Salaries	24,196.00
4000-4999: Books And Supplies	5,750.00
5000-5999: Services And Other Operating Expenditures	28,792.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	19,724.00
2000-2999: Classified Personnel Salaries	Title I	24,196.00
4000-4999: Books And Supplies	Title I	5,750.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	18,505.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	10,287.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,000.00
Goal 2	59,175.00
Goal 4	13,287.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Gokhan Serce	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 4, 2020.

Attested:



Principal, Gokhan Serce on December 4, 2020



SSC Chairperson, Gokhan Serce on December 4, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



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.

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.

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.

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.

Funding Source	Amount	How is it determined?	Current Usage
LCFF (state)	\$4,787,196.00	Based on Student Population and Need	<ul style="list-style-type: none"> - General Operation - Salary and Benefits - Home Office Services - Educational Programs
Title 1 (federal)	\$176,437.00	Based on Free- and Reduced Meal	<ul style="list-style-type: none"> Goal #1, Activity 2 <ul style="list-style-type: none"> - Books & Supplies (MyOn): \$14,046 - Books & Supplies (NWEA MAP): \$6,000 Goal #2, Activity 3 <ul style="list-style-type: none"> - Certificated Personnel Salaries (Additional Tutoring, 2nd): \$6,100 - Certificated Personnel Salaries (Saturday School, 2nd): \$12,000 Goal #2, Activity 4 <ul style="list-style-type: none"> - Certificated Personnel Salaries: \$57,112 - Certificated Personnel Benefits: \$15,420.59 Goal #4, Activity 3 <ul style="list-style-type: none"> - Professional/Consulting Services

			<ul style="list-style-type: none"> and Operating Expenditures: \$5,600 Goal #4, Activity 5 <ul style="list-style-type: none"> - Classified Personnel Salaries (50% Allocation): \$45,000 - Employee Benefits (50% Allocation): \$11,989.29
Title 2 (federal)	\$19,734.00	Based on Free- and Reduced Meal	<ul style="list-style-type: none"> Goal #2, Activity 2 <ul style="list-style-type: none"> - Professional Development (LACOE Induction): \$19,734 - Professional Development (Support of New Teachers)
Title 3 (federal)	MSA 1 consortium (reporting responsibility)	Based on # of ELs	<ul style="list-style-type: none"> - MPS ELD Coordinator and Federal/State Compliance
Title 4 (federal)	\$14,540.00	Based on Free- and Reduced Meal	<ul style="list-style-type: none"> Goal #2, Activity 5 <ul style="list-style-type: none"> - Certificated Personnel Salaries (20% Allocation): \$14,080
Special Education (state)	\$269,000.00	\$625/student of the SELPA (COP)	<ul style="list-style-type: none"> - SPED teachers and paraprofessionals - LAUSD SPED Encroachment
Special Education (federal)	\$92,335.00	Standard Rate determined by Federal	<ul style="list-style-type: none"> - Paraprofessionals - EdLogical and eLUMA (outside services) - LAUSD SPED Encroachment
Learning Loss Mitigation Funds (CARES ACT - federal) 3220 (CR - 12/30/2020) 3215 (GEER) 7415 (GF) (CR funds - 12/30/2020) (GF funds - 6/30/2021) (GEER funds - 9/30/2022) (ESSR funds - June 2021 (90% of Title 1	\$439,703.00	COVID-19 Pandemic	<ul style="list-style-type: none"> - Summer School 2020 - Student Equipment - Classroom Equipment - PPE - COVID-19 testing - Additional Tutoring or Saturday School - Addressing Learning Loss - Extension of the School Year

funds)			<ul style="list-style-type: none"> - Providing Additional Academic Services - Pupil Support to Address Other Learning Barriers - Addressing Health and Safety Concerns <p>\$200,000 - Unrestricted Usage \$239,703 - Restricted Usage (see below)</p> <ul style="list-style-type: none"> • expanding broadband capacity; • hiring new teachers; • developing an online curriculum; • acquiring computers and similar digital devices;
After School Education and Safety (ASES)	\$148,039.00 + \$18,000 (unspent from 2019-20)	Based on Free- and Reduced Meal and student participation (ADA)	<ul style="list-style-type: none"> - After-School Staff - Enrichment and Sports using the teaching staff - Equipment and Supplies
Total	\$5,964,984.00		

MSA-3 Title Funds

Presented by Zekeriya Ocel, Principal
Approved by SSC on 11/18/2020

Title 1 Funds

Funds

Title I - \$150,353

Title I, Part A federal **funds** help to meet the **educational** needs of **students** in **California schools**. **Funds** are used to support effective, evidence-based **educational** strategies that close the achievement gap and enable the **students** to meet the state's challenging academic standards.

Expenses

Personnel Expenses (Salaries and Benefits) \$ 95,742

Title 1 Math coordinator
EL Coordinators

Materials and Supplies

MyON, Odysseyware, Online Textbook \$ 24, 611

Saturday School \$ 16,000

Home Visits \$ 12,000

After School Intervention \$ 2,000

Total: **\$150,353**

Title II, and IV funds

Title II: \$ 26,482.50

In general, **Title II funds** can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. The purpose of **Title II** is to: ... Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Professional Development

BTSA/CLAD

Title IV: \$ 11,736.00

A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions **for** student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

**Part of College Counseling
Salary**

Virtual Intervention Program

Saturday School (Math/English) : 56 students with 77 % attendance rate (students placed in this intervention due to level 1 placement on 18-19 SBAC testing or low level MAP scores)

After School Intervention: 46 students for Math and English with 74% attendance rate (students placed here scored low/average on MAP testing)

Power English/Power Math Classes: Two English and Two Math Groups (12 students) students placed in this intervention due to level 2 placement on 18-19 SBAC

Advanced Math Classes: One 7th and one 8th Grade (15 students in each class, Level 3 & 4 on SBAC) currently 1 6th grade students in Accelerated 7th Math, 4 7th grade students in Honors 8th Math, 3 8th grade students in Int Math 1

Small Group 7th and 8th grade: 15 students in each class; students placed in this intervention due to level 2 placement on 18-19 SBAC

MSA-3 Lexile Improvement

