



Board Agenda Item #	IV D: Action Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the Local Control and Accountability Plans (LCAP) for All MPS

Proposed Board Recommendation

I move that the board approve the LCAPs for all MPS.

Background

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

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

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

As part of the LCAP development process our schools have conducted stakeholder surveys to engage our stakeholders in the evaluation of their experience at MPS. 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. The teams have completed their reflections and presented it to their stakeholders in various settings, including presentations at regular meetings of the MPS Stakeholders Committee and the Board.

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

The school leadership teams have worked with the MPS finance department in writing annual updates for their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action. The reports produced from Adaptive Insights have been used by the principals to update the dollar amounts in the LCAP templates. Since MPS chooses to use the LCAP as SPSA, the expenditures funded by the federal Title funds have been specifically outlined in the LCAP action descriptions. Any substantive changes to Title fund expenditures during the year will be shared with the SSC and ELAC and their approval will be sought.

The Ed Code requires a public hearing before LCAP adoption. MPS held a public hearing for our LCAPs and budgets on June 10, 2021. The draft LCAPs were uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing was shared with stakeholders via ParentSquare as well as how they could share their feedback with the school principals and the board. The draft budgets were also presented at the same public hearing by the finance team. Besides the public hearing requirement, the LCAP adoption process requires adoption of the LCAP at the same meeting as the budget adoption, LCAP before the budget, as well as sharing of the local indicators with the board and the public at the same meeting. Therefore, the June 24, 2021 agenda includes two approval items, i.e., the LCAP and the budget, and one information item, i.e., the local indicators.

The processes described above are all part of our LCAP development and continuous improvement cycle.

Budget Implications

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

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

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

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- LCAP for each Magnolia Science Academy

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy
CDS Code:	19-10199-6119945
LEA Contact Information:	Name: Mustafa Sahin Position: Principal Email: msahin@magnoliapublicschools.org Phone: (818) 609-0507
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$8,431,651
LCFF Supplemental & Concentration Grants	\$1,951,597
All Other State Funds	\$2,019,614
All Local Funds	\$211,895
All federal funds	\$775,664
Total Projected Revenue	\$11,438,824

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$10,287,535
Total Budgeted Expenditures in the LCAP	\$10,287,535
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,058,022
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$452,125
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$609,374

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,106,425
2020-21 Difference in Budgeted and Actual Expenditures	\$157,249

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy

CDS Code: 19-10199-6119945

School Year: 2021-22

LEA contact information:

Mustafa Sahin

Principal

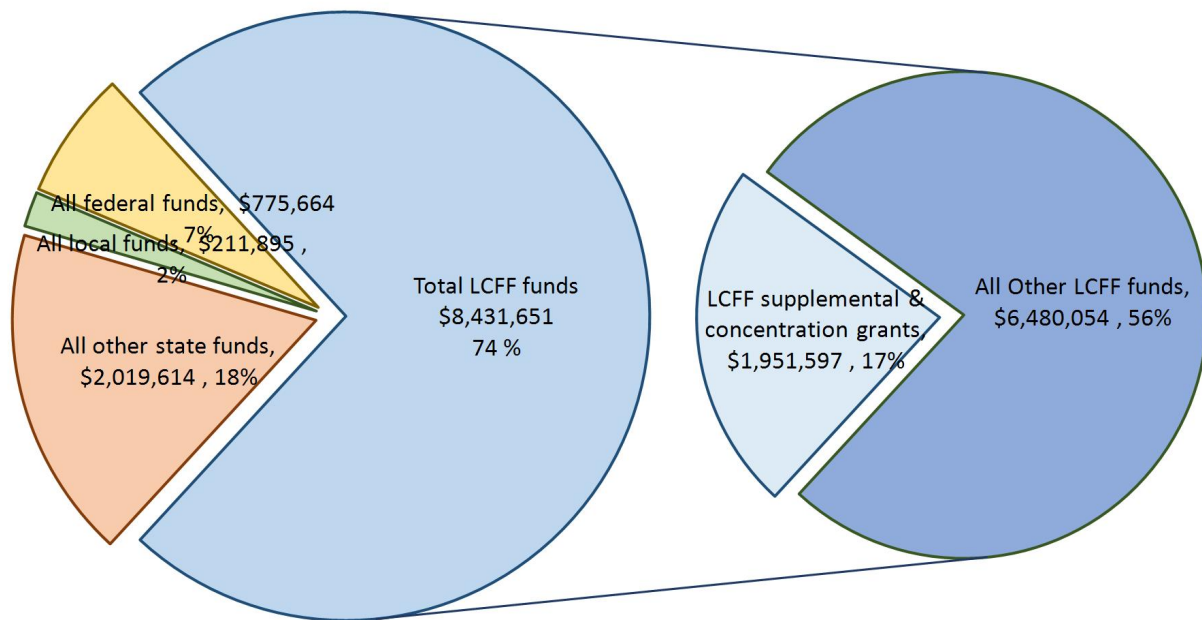
msahin@magnoliapublicschools.org

(818) 609-0507

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



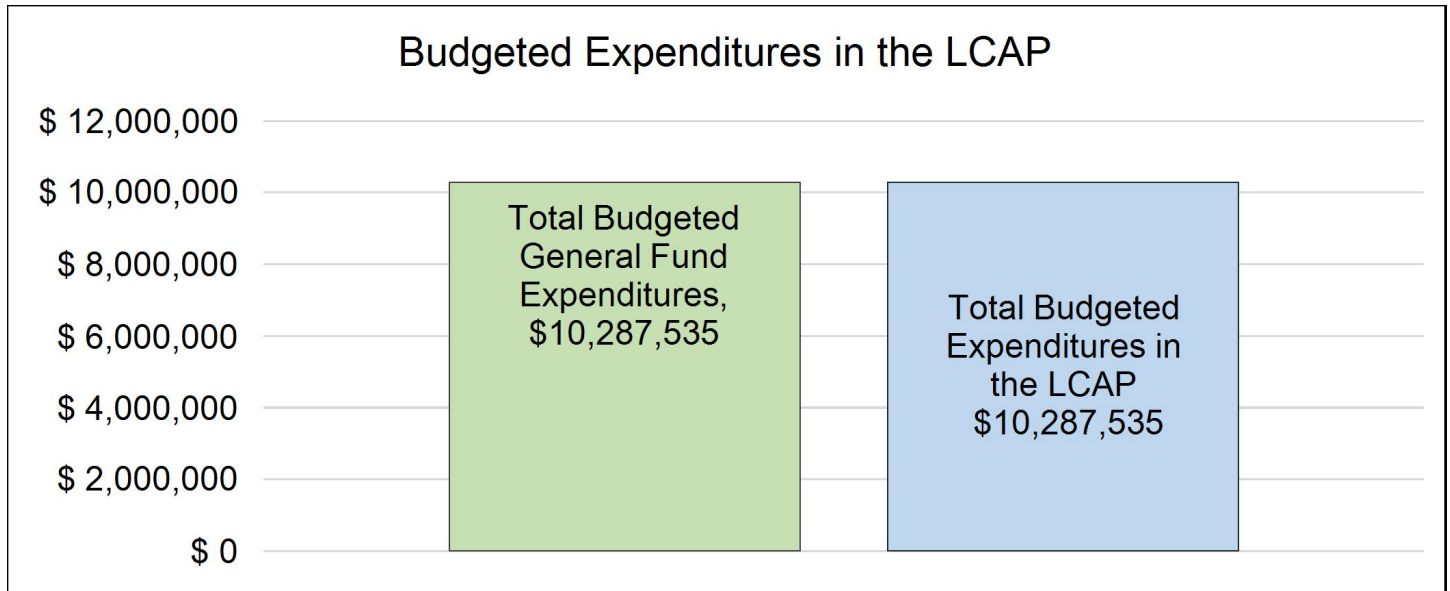
This chart shows the total general purpose revenue Magnolia Science Academy expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy is \$11,438,824, of which \$8,431,651 is Local Control Funding Formula (LCFF), \$2,019,614 is other state funds, \$211,895 is local funds, and \$775,664

is federal funds. Of the \$8,431,651 in LCFF Funds, \$1,951,597 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy plans to spend \$10,287,535 for the 2021-22 school year. Of that amount, \$10,287,535 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

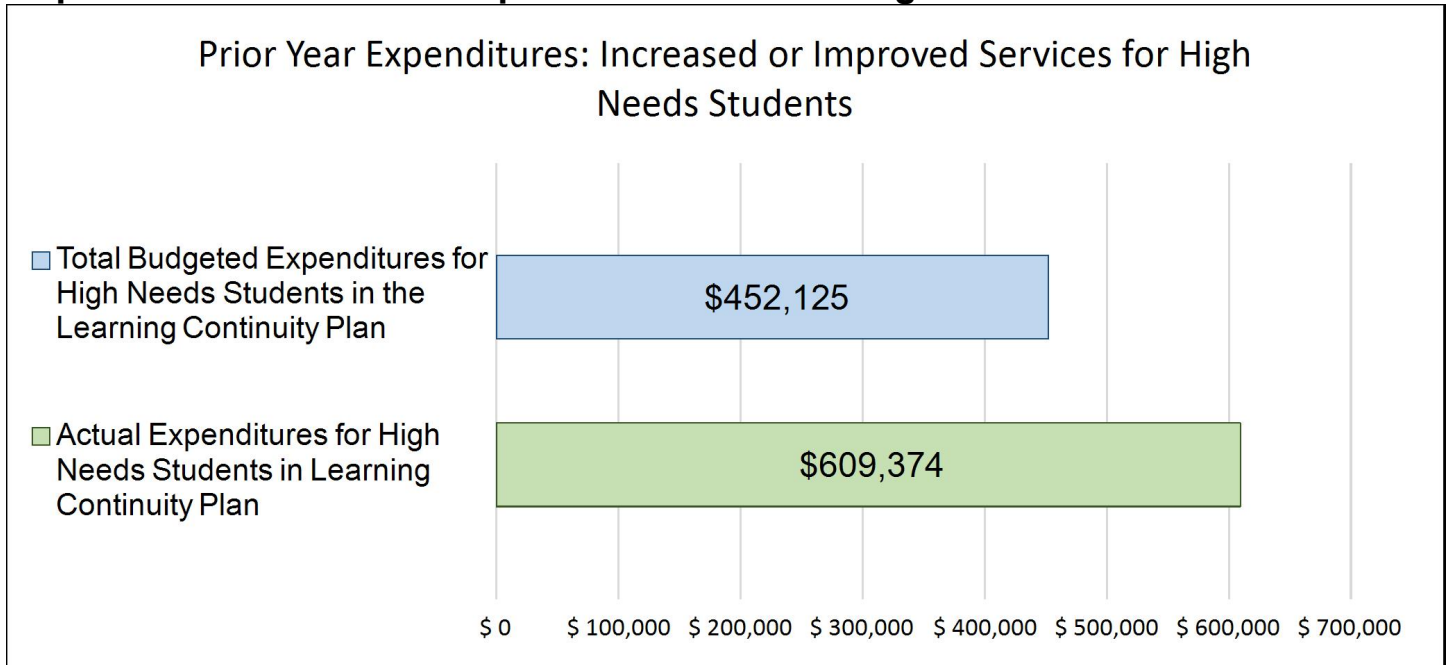
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy is projecting it will receive \$1,951,597 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy plans to spend \$3,058,022 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Magnolia Science Academy's Learning Continuity Plan budgeted \$452,125 for planned actions to increase or improve services for high needs students. Magnolia Science Academy actually spent \$609,374 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy	Mustafa Sahin Principal	msahin@magnoliapublicschools.org (818) 609-0507

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who had sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20</p>	<p>2019-20: 90%</p>

Expected	Actual
<p>90%</p> <p>Baseline 90%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8,11):</p> <p>19-20 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 42% English Learners: 0% Socioeconomically Disadvantaged: 40% Students with Disabilities: 18% Hispanic: 40% White: 60%</p>	<p>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%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments (Grades 3-8,11)</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year</p>	<p>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 above standard Hispanic: 19.4 points below standard White: 20.9 points above standard</p>

Expected	Actual
<p>Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 20.0 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 25.7 points below standard Students with Disabilities: 94.7 points below standard Hispanic: 25.7 points below standard White: 24.3 points below standard</p>	
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 44% English Learners: 2% Socioeconomically Disadvantaged: 37%</p>	<p>2018-19: All Students: 54.2% English Learners: 47.1% Socioeconomically Disadvantaged: 53.4% Students with Disabilities: 38.5% Hispanic: 53.6% White: 59.1%</p>

Expected	Actual
<p>Students with Disabilities: 7% Hispanic: 38% White: 66%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8,11):</p> <p>19-20 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 29% English Learners: 4% Socioeconomically Disadvantaged: 24% Students with Disabilities: 3% Hispanic: 25% White: 51%</p>	<p>2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% Asian: 42.86 Hispanic: 27.16% White: 62.50%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP Mathematics assessments (Grades 3-8,11)</p> <p>19-20 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year</p>	<p>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 Asian: 34.3 points above standard Hispanic: 50.0 points below standard</p>

Expected	Actual
<p>Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 46.1 points below standard English Learners: 91.6 points below standard Socioeconomically Disadvantaged: 55.0 points below standard Students with Disabilities: 140.2 points below standard Hispanic: 55.6 points below standard White: 39.0 points below standard</p>	<p>White: 6.2 points above standard</p>
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 45% English Learners: 2%</p>	<p>2018-19: All Students: 60.2% English Learners: 52.3% Socioeconomically Disadvantaged: 62.2% Students with Disabilities: 51.2% Hispanic: 61.6% White: 58.3%</p>

Expected	Actual
Socioeconomically Disadvantaged: 38% Students with Disabilities: 3% Hispanic: 37% White: 65%	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the CELDTand/or ELPAC 19-20 2 percentage points up from the prior year Baseline 50%	2018-19: 52.6%
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually 19-20 1 percentage point up from the prior year Baseline 33%	2019-20: 10.1%
Metric/Indicator Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives 19-20 1 percentage point up from the prior year Baseline 80%	2019-20: 76%
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2018-19: 13%

Expected	Actual
<p>19-20 5 percentage point up from the prior year</p> <p>Baseline 48%</p>	
<p>Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p>19-20 2 percentage point up from the prior year</p> <p>Baseline 25%</p>	<p>2019-20: 34.8%</p>
<p>Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSATtest</p> <p>19-20</p>	<p>2019-20: Math: 17%, ELA: 36.2%</p>

Expected	Actual
100% Baseline 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$21,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$24,000.00</p>	<p>\$12,000 BTSA expenses (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Base \$12,000</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$49,488.00 4100-4200 Books \$79,733.00 4300-supplies, materials \$64,000.00 4400 4400 - Equipment 4000-4999: Books And Supplies LCFF Base \$193,221.00</p>	<p>\$43,000.00 4100-4200 Books \$108.00 4300-supplies, materials (\$36K Educational software) \$10,000.00 4400 4400 - Equipment (Leased computers) 4000-4999: Books And Supplies LCFF Base \$161,000.00</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain</p>	<p>5615, Repair and Maintenance \$60,000.00,</p>	<p>5630, Repair and Maintenance \$35,000.00,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>campus cleanliness.We are separating Middle and High school. We need to add one more janitor.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>5500, Operation and housekeeping \$130,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$190,000.00</p> <p>2900,3000 Janitors salaries and benefits \$93,000 1000-3000: Salary and Benefits LCFF Base \$93,000.00</p>	<p>5500, Operation and housekeeping \$95,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$130,000.00</p> <p>2900,3000 Janitors salaries and benefits \$93,000 1000-3000: Salary and Benefits LCFF Base \$93,000.00</p>
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits. We will have more staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$20,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$21,500.00</p>	<p>\$35,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$39,500.00</p>
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p>\$62,000.00 EL Coordinator salary (1000)(S&C); \$20,000 Benefits (3000)(S&C); \$5000 EL supplemental materials (4000)(Title I) 1000-3000: Salary and Benefits Title I \$82,000.00</p> <p>\$5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies LCFF Base</p>	<p>\$63,624.00 EL Coordinator salary (1000)(S&C); \$27,860 Benefits (3000)(S&C);</p> <p>1000-3000: Salary and Benefits Title I \$91,484.00</p> <p>\$5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies LCFF Base \$84.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>		
<p>Charter School teachers will provide instruction using 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.</p> <p>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.</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&C) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$4,000.00</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&C) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$220.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$73,000 1 intervention teachers salaries (1000)(Title I); \$27,000 Benefits (3000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$100,000.00</p>	<p>\$63,624.00 EL Coordinator salary (1000)(S&C); \$27,860 Benefits (3000)(S&C); 1000-1999: Certificated Personnel Salaries Title I \$91,484.00</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>\$30,000 Three teacher stipends (1000)(Title 1) 1000-1999: Certificated Personnel Salaries Title I \$30,000.00</p>	<p>\$4,350.00 Three teacher stipends (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$4,350.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$181,850 Two deans of academics \$62,318 Benefits (3000)(Base); \$7,257 Illuminate SIS & DnA (5000)(Base); \$6,575 MAP testing fees (5000)(Title I) 1000-3000: Salary and Benefits LCFF Base \$258,00.00</p> <p>\$4,522.00 Illuminate SIS & \$2,637.00 DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Base, Title I \$4,522.00</p> <p>\$6,875 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$6,575.00</p>	<p>\$178,896.00 Two deans of academics \$62,318 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Base \$242,214.00</p> <p>\$4,522.00 Illuminate SIS & \$2,637.00 DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Base, Title I \$4,522.00</p> <p>\$6,875 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$6,575.00</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p>	<p>\$71,000 College Counselor salary (1000)(Base); \$24,000 Benefits (3000)(Base) 1000-3000: Salary</p>	<p>\$71,000 College Counselor salary (1000)(Base); \$24,000 Benefits (3000)(Base) 1000-3000: Salary</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>and Benefits LCFF Base \$95,000.00</p>	<p>and Benefits LCFF Base \$95,000.00</p>
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$3000 AP course materials (3000)(Base) 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$20,000.00</p>	<p>\$20,000 AP Teacher additional salaries (1000)(Base) 13 teachers [Duplicated Expense: See Goal 2: Action 1]; \$3000 AP course materials (3000)(Base) 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$26,000.00</p>
<p>Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p>	<p>\$2,000 Naviance program (5000)(Base);</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$5,000.00</p> <p>\$3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies Title I \$3,000.00</p>	<p>\$4,632 Naviance program (5000)(Base);</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$4,632.00</p> <p>\$3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies Title I \$3,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to school closure, we were not able to spend operation related items as planned. For example, we spent less than the budgeted amount for BTSA because some of our teachers decided to postpone it for next year. For supplies and materials, we spent more than what we budgeted in order to provide extra programs for our students and teachers. We did not spend all the budgeted amount for the repair and maintenance and house keeping items due to school closures. Finally, our school offered PDs for teachers internally and did not seek for outside professional training.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Even with the school closure, we were able to provide around 400 chrome books to our students and over 100 hot spots so they were able to join their online classes. We were able to administer MAP test with over 90% participation rate.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 7%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p>19-20 5%</p> <p>Baseline 5%</p>	
<p>Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 80%</p> <p>Baseline 80%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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. We are adding 3 new teachers</p>	<p>\$2,131,527.00 Teacher salaries (1000)(Base); \$814,253.00 Benefits (3000)(Base); \$40,000 Field trip expenses (5000)(Base) 1000-3000: Salary and Benefits Base; Donations \$2,985,780.00</p>	<p>\$2,350,000.00 Teacher salaries (1000)(Base); \$705,253.00 Benefits (3000)(Base); 1000-3000: Salary and Benefits Base; Donations \$3,055,253</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$40,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base; Donations \$40,000.00</p>	<p>\$11,500 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base; Donations 11500</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$116,000 1 Principal and 2 Deans of Academics salaries (Duplicated expense) (1000)(Base); \$35,320.00 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$151,320.00</p>	<p>\$116,000 1 Principal and 2 Deans of Academics salaries (Duplicated expense) (1000)(Base); \$35,320.00 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$151,320.00</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$70,000.00 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base \$70,000.00</p>	<p>\$68,926.00 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base \$68,926.00</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>\$62,000 1 IT staff salary (2000)(Base); \$12,400 Benefits (3000)(Base); \$120,000.00 2 Computer/Technology teachers salary. Benefits</p>	<p>\$62,000 1 IT staff salary (2000)(Base); \$20,400 Benefits (3000)(Base); \$120,000.00 2 Computer/Technology teachers salary. Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>(1000)(3000)(Base) \$52,400.00 [Duplicated Expense: See Goal 2: Action 1];</p> <p>1000-3000: Salary and Benefits LCFF Base \$309,000.00</p> <p>27,000 Technology expenses 5000-5999: Services And Other Operating Expenditures \$27,000.00</p>	<p>(1000)(3000)(Base) \$52,400.00 [Duplicated Expense: See Goal 2: Action 1];</p> <p>1000-3000: Salary and Benefits LCFF Base \$74,400.00</p> <p>18,300 Technology expenses 5000-5999: Services And Other Operating Expenditures \$18,300</p>
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$10,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$10,000.00</p>	<p>\$10,000 Science materials (4000)(Base) [Duplicated Expense: See Goal 1: Action ?]; 4000-4999: Books And Supplies LCFF Base 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There is an increase in the salary due to additional staff we hired this year. We were not able to spend the field trips amount due to pandemic. There is a duplicate expense in the Computer/Technology action item, that's why the amount is less than budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure made it impossible to have the field trips but we were able to attend some virtual field trips.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of ELAC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-2020: 4</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-2020: 7</p>

Expected	Actual
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 5</p> <p>Baseline 5</p>	<p>2019-2020: 10</p>
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been home-visited by the teachers per year</p> <p>19-20 25%</p> <p>Baseline 25%</p>	<p>2019-20: 23%</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 97%</p> <p>Baseline</p>	<p>2019-20: 96.64%</p>

Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate 19-20 6% Baseline 10%	2019-20: 7.8%
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator High school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator Four-year cohort graduation rate 19-20 100% Baseline 98%	2019-20: 100%
Metric/Indicator Student suspension rate 19-20 0%	2019-20: 0.9%

Expected	Actual
<p>Baseline 0%</p>	
<p>Metric/Indicator Student expulsion rate</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>2019-20: 0%</p>
<p>Metric/Indicator School experience survey participation rates</p> <p>19-20 Students: 90% Families: 95% Staff: 85%</p> <p>Baseline Students: 90% Families: 85% Staff: 75%</p>	<p>2019-20: Students: 91.4% Families: 85.1% Staff: 98.1%</p>
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: 70% Families: 95% Staff: 85%</p> <p>Baseline Students: 60% Families: 85% Staff: 75%</p>	<p>2019-20: Students: 62% Families: 94% Staff: 82%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$2,000 Parent meeting expenses (4000) 4000-4999: Books And Supplies Base; Donations \$2,000.00</p>	<p>\$2,000 Parent meeting expenses (4000) 4000-4999: Books And Supplies Base; Donations \$2,000.00</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$2,000.00</p>	<p>\$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p>	<p>Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>	<p>Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I \$20,000.00</p>	<p>\$11,550 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I \$11,550.00</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>\$78,000 School Psychologist salary (1000)(S&C); \$21,260 Benefits (3000)(S&C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$99,260.00</p>	<p>\$78,000 School Psychologist salary (1000)(S&C); \$21,260 Benefits (3000)(S&C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$99.260.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base);</p> <p>1000-3000: Salary and Benefits LCFF Base \$180,000.00</p> <p>\$1,500 Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,500.00</p>	<p>\$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base);</p> <p>1000-3000: Salary and Benefits LCFF Base \$180,000.00</p> <p>\$1,500 Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,440.00</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p>	<p>College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10] LCFF Base</p>	<p>College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10] LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$160,000 2 Dean of Students (1000)(Base); \$35,200 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$195,200.00</p>	<p>\$160,000 2 Dean of Students (1000)(Base); \$35,200 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$195,200.00</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,000.00</p>	<p>\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,900.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$2,000 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,000.00</p>	<p>\$2,000 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,450.00</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There is no huge discrepancy between the budgeted and the actual expenditures. Due to school closure, we were not able to conduct as many home visits as we have in the past; therefore, we did not spend the budgeted amount for home visits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementing the PBIS was a challenge due to school closure, but other than that we were able to survey all of our stakeholders and some home visits.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000.00	37,500.00	No
Deep Cleaning and Disinfecting of Campus	\$20,000.00	7,760.00	No
Purchase of necessary Personal Protective Equipment for students and staff	\$20,000.00	20,000.00	No
Hiring of additional SPED teacher, 1 Title 1 Math and 1 Title 1 English Teacher to support learning loss for our highest need student populations	\$196,425.00	240,000.00	Yes
Learning Platforms to Enhance Learning (NextGen Math, IXL, BrainPop, Albert, NWEA MAP, Aleks etc.)	\$25,000.00	47,500.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The reason for the discrepancy in the campus deep cleaning item is because we only deep-cleaned the HS building, our staff deep-cleaned the MS site. We also needed to hire additional 3 Teacher Aides to be able to provide the necessary support that our students needed. We needed to purchase extra programs requested by our teachers for the distance learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were able to successfully implement in-person instructional offerings; however, the planning process did prove challenging. We spent a lot of time discussing how to offer our hybrid model in an effective way. Our first consideration was how to meet state and local safety guidelines in order to create an environment for in-person learning that was safe for students and staff. Preparing for a safe return was challenging because of our small space. Additionally, we felt challenged by how we would elicit feedback about potential hybrid options from parents and students, and whether or not we would have enough students return to in-person instruction. Larger questions about how we could support as many students returning as possible surfaced in our discussions, and we decided to implement regular COVID testing, health screenings, social distancing in the classrooms, etc. We succeeded in creating a hybrid schedule for students, adding a CNA to our staff, and purchasing PPE for students' safe return. Additionally, we felt challenged by student returning to in-person learning after a difficult year and potential learning loss. One of the successes we experienced was with the implementation of programs that work well in BOTH the in-person and digital setting (so that kids at home are not at a disadvantage when it comes to accessing curriculum). NextGen math, IXL, Brainpop, Albert, and MAP testing allowed us to provide access to the curriculum that is engaging and adaptable to support student learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	\$160,000.00	235,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We received extra funds to purchase additional technology (i.e., we planned to purchase 250 brand new chrome books, but we were able to purchase 500 brand new chrome books).

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We developed a Distance Learning Guides and Protocols and communicated clear expectations for all staff to ensure various levels of support for students. Staff was provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and was updated weekly. Both asynchronous and synchronous learning opportunities were provided to students in order to meet individual needs. Every teacher created a Google Classroom to post assignments, videos and resources, post discussion questions, and use various online programs to provide learning opportunities. All students were given access to online resources, physical resources and assignments. Live sessions were recorded for students who are not able to attend the live sessions. Additionally, teachers held virtual office hours/after school tutoring weekly to further support students and to provide opportunities for students to receive additional support. Students were assigned a mentor that checks-in with them on a regular basis and provided additional support as needed. In addition, teachers and staff reached out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our Parent Square messaging system. Finally, to support technology needs, our school has distributed Chromebooks and hot spots to all students and families in need of.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$35,000.00	31,000	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	\$30,000.00	40,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We increased the number of teachers for Saturday school based on student numbers and needs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The weekly data meetings with the Academic Deans, the Principal, Title 1 Math teacher, and EL Coordinator, have been very effective in our decision making regarding student support. During these meetings, we analyze MAP and IAB data, discuss strategies for how to effectively reteach or review standards students are not meeting in their assessments, and look at student placement in our different tiers of support to evaluate whether or not they are making progress and benefiting from continued intervention. In Department Meetings, our Data team asks for department collaboration and feedback on interventions in order to create an opportunity for our academic team to provide their teacher feedback to admin. We use this feedback to roster intervention classes and monitor student progress within those classes. Math and English teachers provide one extra day of tutoring (instead of two days of tutoring, they offer 3 days of tutoring) to support our struggling students in the areas that are assessed on state standardized testing. Many of our teachers use one of these tutoring sessions for struggling students in our focus populations (students in special ed, EL, and failing students) exclusively so teachers can offer more targeted remediation to those students. Additionally, tutoring is offered by after school program during asynchronous time; During this period of distance learning, we have utilized after school staff to provide our

students with support while in class. Finally, we have Saturday school as an option for our families who work outside of the home during distance learning, and cannot monitor their students closely during typical working hours.

These interventions/strategies have allowed us to:

- (1) Cycle kids in and out of intervention classes based on need
- (2) Provide an appropriate tier or support for our students (i.e. kids who need 5 day a week support are enrolled in POWER classes)
- (3) Focus on Math and English Remediation
- (4) Provide intervention during this period of distance learning in small groups

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The biggest challenge is that all of the students are at home, which makes it hard to identify students who might be struggling and who needs extra support. The biggest success is that we were able to implement the zones of regulations curriculum and all of our students were able to receive/access the information. School also shared some other mental health resources such as Care Solace, Padlet, and coping skills presentation to 6th and 7th graders via Chicago School. ----During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well-being survey was administered to students and caregivers in May and helped inform the next steps for continuous support of students and families. Constant communication regarding mental health and well-being resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego County. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOE's Suicide Prevention and the ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures, we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum. For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning of the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed, the student might be referred to a mental health provider at school while looping in parent/guardian.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We were successful in implementing pupil and family engagement and outreach in the 2020-21 school year by building partnerships with families and establishing opportunities for families and students to give their input regarding decisions that impact the school. They included: Stakeholders Surveys, Student/Parent Orientation, Back to School Night, ELAC meetings, SSC meetings, coffee with admin, and parent/teacher conferences. Our teachers and administrators visited students at their homes to discuss students' academic progress and to offer support by inviting students to their tutoring. Additionally, teachers utilized ParentSquare to communicate with parents and notify them of their child's progress and to make important announcements.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Magnolia Science Academy, in partnership with Better4You Meals and Schools in Action, continues to provide nutritious meals to our students who need them during distant learning. Meals are distributed in the parking lot or on the multipurpose room patio (during inclement weather) to ensure social distancing guidelines are observed by Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA 91332. Students enrolled at Magnolia Science Academy-1 can participate in the distribution every Wednesday and Friday from 1 p.m. to 3 p.m. Every Wednesday, students pick up 3 days worth of breakfast and lunch meals. Every Friday is worth 2 days of meals. Students have a lunch code they provide to the servers to track the meals picked up and to properly invoice families. Schools in Action manages the lunch program for Magnolia Science Academy -1. Meal servers are trained and aware of meal service guidelines. Servers have access to handwashing stations and signs for safety directions are posted at the locations.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700.00	6,874.00	Yes
Mental Health and Social and Emotional Well-Being	Participation in LACOE's PBIS Program 2020-21	\$5,000.00	9,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Zone of regulation program was recommended after we completed our budget process, we decided to purchase the program based on our students' needs. We needed to join the PBIS program as 2 different school, Middle School and High School, that's why we needed pay more than what we budgeted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons we learned from implementing in-person and distance learning programs in 20-21 have impacted the development of our goals and actions in our LCAP in many ways. For instance, one of our goals is to increase student and family engagement in the decision making process regarding our school. We learned that "access" is one of the ways we can ensure that students and parents are engaged with decision making. Student/Parent surveys and efforts for outreach impacted the writing of our engagement goal because there are distinct ways to improve both student and parent access to feedback including: providing multiple ways to participate, providing reminders to students and parents, making feedback part of our school culture both in and outside of the classroom, and reporting the feedback to all stakeholders in order to hold ourselves accountable for what we learn.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed and addressed through our ongoing data analysis using multiple means of assessment (i.e. MAP, IABs, OLSAT-8, Summative/Formative Assessments, ELPAC, student grades). We continue to have a focus on improving our intervention programs by having good practices like: regularly evaluating student progress, cycling kids in and out of intervention classes based on need, providing an appropriate tier or support for our students (i.e. kids who need 5 day a week support are enrolled in POWER classes), focusing on Math and English Remediation, and providing intervention during this period of distance learning in small groups.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Some substantive differences between the description of the actions or services identified are as follows:
We needed to hire additional 3 Teacher Aides to be able to provide the necessary support that our students with disabilities needed. We also needed to purchase extra programs requested by our teachers for the distance learning. We received extra funds to purchase additional technology (i.e., we planned to purchase 250 brand new chrome books, but we were able to purchase 500 brand new chrome books). We increased the number of teachers for Saturday school based on student numbers and needs.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In our 2019-20 and 2020-21 LCAP, we focused on the performance of Students with Learning Disabilities and English Language Learners on SBAC in the areas of math and English as the two subgroups consistently struggled to perform. We implemented the following steps to help the two subgroups perform well on SBAC:

1. We have smaller and more effective Power Classes that are based on students' MAP, ELPAC, SBAC, and IAB scores and we frequently cycle students out who show growth. In our Power English classes, students receive targeted instruction in reading, reading comprehension, phonemic awareness, and fluency.
2. English classes implement 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.
3. We use StudySync (which includes an ELD component in conjunction with what is being learned in ELA). Our Title 1 English, reviews samples of student work, and follows up frequently with the students' ELA, ELD, and Math teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, accommodating the work for EL and SPED students, and creating a roster of students who need Saturday school or POWER Intervention Classes.
4. Our Special Education Teachers meet with General Education Teachers weekly to discuss student progress and to go over accommodations and support plans. Students who are co-enrolled in SPED and EL (most of our LTELs) receive RSP support from their Resource teacher, and classroom Aides who help them follow along with the curriculum, offer appropriate accommodation, make modifications to assignments, and check grades weekly to make sure students are progressing in the class/subject.
5. We hired additional classroom aides to assist our resource department in supporting students within their general education classroom setting. Math classes use Khan Academy and ALEKS to help provide differentiated instruction for students. Additionally, we receive math support from Tracy Lewin (the math coach for all of MPS), and English support from Katie Mann (the ELA coach for all of MPS), who visit our campus frequently and provide training in the Math and English Departments, and coach teachers on inclusive curriculum and EL standards.
6. We have implemented a uniform writing curriculum in our English classes, and we are working on implementing a similar framework for reading.
7. We embedded and non embedded accommodations are provided to Students with Disabilities and English Learners. Students receive training on how to access their support tools in CAASPP. Finally, students take their test in a smaller setting.
8. Our Title I English Teacher offered PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provided Strategy Snapshots on a bi-weekly basis to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support).
9. Resource staff offered small group tutoring and invited students to Saturday school.

These steps helped our students make progress on SBAC. Therefore, we plan to maintain all of these interventions and supports as we plan the 2021-22 through 2023-24 LCAP because we think it would build upon our progress from the previous year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,995,678.00	4,781,304.00
	27,000.00	18,300.00
Base; Donations	3,027,780.00	3,068,753.00
LCFF Base	1,571,541.00	1,455,066.00
LCFF Base, Title I	4,522.00	4,522.00
LCFF Supplemental and Concentration	123,260.00	26,220.00
Title I	241,575.00	208,443.00
	232,000.00	198,868.00
	232,000.00	187,318.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,995,678.00	4,781,304.00
1000-1999: Certificated Personnel Salaries	130,000.00	95,834.00
1000-3000: Salary and Benefits	4,326,360.00	4,284,347.00
4000-4999: Books And Supplies	210,221.00	166,084.00
5000-5999: Services And Other Operating Expenditures	325,097.00	234,819.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00	220.00
	4,000.00	220.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	4,995,678.00	4,781,304.00
1000-1999: Certificated Personnel Salaries	Title I	130,000.00	95,834.00
1000-3000: Salary and Benefits	Base; Donations	2,985,780.00	3,055,253.00
1000-3000: Salary and Benefits	LCFF Base	1,119,320.00	1,100,060.00
1000-3000: Salary and Benefits	LCFF Supplemental and Concentration	119,260.00	26,000.00
1000-3000: Salary and Benefits	Title I	102,000.00	103,034.00
4000-4999: Books And Supplies	Base; Donations	2,000.00	2,000.00
4000-4999: Books And Supplies	LCFF Base	205,221.00	161,084.00
4000-4999: Books And Supplies	Title I	3,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures		27,000.00	18,300.00
5000-5999: Services And Other Operating Expenditures	Base; Donations	40,000.00	11,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	247,000.00	193,922.00
5000-5999: Services And Other Operating Expenditures	LCFF Base, Title I	4,522.00	4,522.00
5000-5999: Services And Other Operating Expenditures	Title I	6,575.00	6,575.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	4,000.00	220.00
		14,034.00	14,034.00
		4,000.00	220.00
		0.00	14,034.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	897,618.00	1,005,065.00
Goal 2	3,593,100.00	3,379,699.00
Goal 3	504,960.00	396,540.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$305,425.00	\$352,760.00
Distance Learning Program	\$160,000.00	\$235,000.00
Pupil Learning Loss	\$65,000.00	\$71,000.00
Additional Actions and Plan Requirements	\$5,700.00	\$15,874.00
All Expenditures in Learning Continuity and Attendance Plan	\$536,125.00	\$674,634.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$84,000.00	\$65,260.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$84,000.00	\$65,260.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$221,425.00	\$287,500.00
Distance Learning Program	\$160,000.00	\$235,000.00
Pupil Learning Loss	\$65,000.00	\$71,000.00
Additional Actions and Plan Requirements	\$5,700.00	\$15,874.00
All Expenditures in Learning Continuity and Attendance Plan	\$452,125.00	\$609,374.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy	Mustafa Sahin Principal	msahin@magnoliapublicschools.org (818) 609-0507

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

MSA-1 currently has 715 students in grades 6-12, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 90% Hispanic/Latino, 5% White, 89% Socioeconomically Disadvantaged, 15% Special Education, and 20% English Learner population.

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

I. Data Driven Curricular Choices Contribute to Student Growth. Last year, our overall SBAC student scores improved for Math and ELA by 2 points and 11 points respectively. We are confident that we will see the same if not better results for this year. The increase in student scores

is due in part to our ELA and Math department's adoption of Common Core aligned digital curriculum. Our English teachers use Study Sync, which is Common Core aligned and allows students to engage with text and demonstrate understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content including videos, interactive texts, audio readings of class content, and a built in ELD component to help engage our ELL students. As a result, the percent of our EL students who made progress towards English Proficiency increased by 16% compared to last year. Similarly, in our Math classes we use McGraw Hill online curriculum, which is also Common Core aligned and engages students in a similar way with digital problems, math manipulatives, and demonstrations.

II. Staff PD/Resource Sharing Contributes to Growth. We have implemented universal standards of writing and reading across content areas. Our English Title 1 staff analyzes data, passes along resources, and leads PDs for our staff to make sure they are supporting our struggling students. Our Title I English teacher observes struggling students in three of their core classes (History, Science, and English), and provides resources and PD for our staff about implementing academic tools that might help. Our Dean of Academics looks at data from benchmark testing like MAP and SBAC, and helps to roster and monitor progress in our Saturday School program. Math teachers also use gradual release model in math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

III. College Readiness Contributes to Growth. We currently have 68 graduating seniors and we have a 100 percent graduation rate. Our Dean and College counselor create a 4 year plan for each student and keep track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their own goals helped our graduation rate to stay strong. Our staff does much work to involve parents and students in setting goals that prepare students for graduation and college. We are proud of the parent information nights where students and parents get to learn about college, financial aid, and the application process, and we are equally proud that our Senior English teachers support all 68 of our seniors in writing a personal statement. In essence, every student who graduates from MSA attends a junior college, 4 year university, or vocational program.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The two subgroups who did not perform well on SBAC and need our close attention were Sped students in the area of Math and English Language Learners in the area of English; our data shows that compared to our general student population, these sub-groups are struggling. Currently, in our Power classes we support struggling students through digital intervention content. We use Flex Literacy (for English) and Khan Academy, NextGen Math and MobyMath (for math), where direct instruction takes place in small, concentrated amounts, and students receive explicit direct instruction in that content area and have opportunities for guided practice. In our English classes, we use Study Sync (ELD component in conjunction with what is being learned in ELA). Conducting class in this way provides small group support outside of the classroom for those students. Additionally, our Title 1 English and Deans analyze scores and data (MAP, ELPAC, SBAC), review samples of student work, and follow up frequently with the student's ELA, ELD, and MATH teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, simplifying the work for EL and SPED students, and creating a roster of students who need Saturday school. Moreover, our Special

Education Teachers meet with General Education Teachers weekly either during conference periods or during Staff Meetings to discuss student progress and to go over accommodations and support plans. Students are given in-class support by their Resource teacher, who helps them follow along with the curriculum, offers appropriate accommodation, makes modifications to assignments, and checks grades weekly to make sure students are progressing in the class/subject. Our Title I English Teacher offers PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provides Strategy Snapshots on a bi-weekly basis to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support). Our History and Science teachers, who don't normally teach writing in an explicit way, then use that resource for their students. Finally, twice a year, we provide MSA wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. For instance, many of our teachers attended the EL training with a guest lecturer from CSUN to learn about promoting language acquisition in their classrooms (in every content area).

The student groups that are behind are SPED students who performed low in Math and our English Learners who performed low in English. We use the intervention classes and programs (as mentioned above) to help support these student population. We use benchmark data (MAP) to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need. Additionally, SPED teachers and Intervention staff meet to discuss shared students and academic intervention for those SPED and EL students. The action includes; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for kids as they exit intervention. We use the RTI model to track student progress. Title I Coordinator plays a larger role in supporting the EL students in the classroom, and sets schedule of pull-out sessions.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College and Tarzana Treatment Center Workshops
- Parents value the extra support we provide our students to ensure they are receiving the best education (i.e. after school tutoring, Saturday School, one-on-one support, etc.)
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system 'TeachBoost'
- 100% graduation rate; college bound high school students
- 95% teacher retention rate
- Ranked Among the Top 25 Charter Schools In LAUSD

- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. This year, our Robotics team, RoboWarriors, has expanded to 3 teams.
- Unified Writing Curriculum
- Unified Reading Curriculum
- Classes using blended learning effectively
- The full inclusion of Special Education Students
- Professional Development around Explicit Direct Instruction

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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 annual LCAP.

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, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 180 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Students Survey Feedback: Our Student approval rate in the area of Sense of Belonging (School Connectedness), increased from 51% in 2019-2020 to 60% in 2020-2021. Students reported appreciation for teachers' willingness to provide extra support by offering extra credit and tutoring opportunities during distance learning. Additionally, Students expressed feeling grateful for the one-on-one support they received from their teachers. Comments ranged from "I like how most teachers go out of their way to help students at times when they need it" to "I like how most students care about each other" to "I like how the school has tutoring hours and that way everyone can go if they need help." Additionally, Students stated that they appreciate the mental health support and check in from teachers. We have supported students emotionally as well through the SEL curriculum in a Wednesday homeroom which, we think, has helped to foster a greater sense of belonging during distance learning. We were also very happy to see that Students rated high in the area of Climate of Support for Academic Learning. When asked, "My teachers work hard to help me with my schoolwork when I need it," 82% of our students responded favorably.

This proves that our school is setting high expectations for learning, while also providing support for students who are struggling. Finally, we increased in the area of Knowledge and Fairness of Discipline, Rules and Norms from 2019-2020 school year. When we asked students “Students know how they are expected to act,” 75% responded favorably (18 points jump from last year).

Staff Survey Feedback: Our overall satisfaction rates for staff increased from 2019-2020 to 2020-2021 school year. Staff reported gratefulness for the support they received during distance learning. They expressed appreciation for the family like environment, supportive admin and staff, and the collaboration between staff members. Staff shared, “School feels like a family. Students and staff are welcoming” to “I like that it’s a small campus” and “I like the collaboration between staff.” We will continue to build the relationship between staff and admin, and between staff members and their peers, through continued peer observation, fair feedback and evaluation, and time for departments to collaborate, which we feel fostered a strong professional environment where team members felt respected and valued.

Students and Staff Survey Suggestions: This year, a recurring trend in stakeholder responses focused on our outdoor facilities and P.E. area. Staff and Students contributed comments like “not having P.E. facilities” and “there is not an adequate campus for all school purposes such as lunch area, recreation area, and gym etc.” as areas to improve. Additionally, another concern that came up in our stakeholder survey was the “homeless in the neighborhood.” Because our campus shares parking space with other businesses, sometimes there is a presence of people who are homeless setting up encampments nearby. While we cannot account for all environmental factors that contribute to the issue of homelessness in the area, we take steps to ensure the safety of our students such as: outdoor supervision, a fenced area that ensures students can be outside safely, a plant manager that helps to clean and maintain areas of the school, outdoor supervision by staff when students move from the main building to the fenced areas before, during, and after school. We also employ two security guards and have a security system to attempt to mitigate any risk of unregistered visitors on school grounds.

Student and Staff Next Steps: To address the concern for student safety due to the homeless population in the area, our school is considering the hire of an additional security guard. We have also reached out to the City of Reseda and they are following up on the issue of nearby homeless encampments. In order to strengthen the curriculum, we are looking at offering Speech and Debate, and another world language class (i.e., French). We have started sending our middle school staff to trainings for Honors curriculum in the hopes that we can offer honors differentiation next year. We are receiving bids and plans to design a lunch area (assuming we are back in session full time next year). Finally, we have 6 teams for CIF; however, due to the pandemic, we were not able to start the program. We are hoping that in the next school year we will be able to offer CIF sports programs to our students if we are allowed by state and local health agencies.

Parent Advisory Committee (PAC)/Parents:

- We held Monthly Meetings with parents.
- We presented the Title I budget to parents.
- COVID: At first, parents were concerned about the school's safety and sanitation. After, they were appreciative of the protocols we implemented at the school site and during our weekly testing. Parents were very happy about having the option to continue hybrid learning.
- Failing students and mitigating learning loss. At the beginning stages of distance learning, parents were concerned about the number of failing students. Parents were appreciative of the options provided to mitigate learning loss including extra tutoring days for the core classes (3 total), small group instruction, summer school and Saturday school.

- Parent Education Workshops: Parents were very happy and appreciative of the workshops offered including developing and applying effective study habits, Discovering your child’s learning style, Study motivation for academic success, Effective listening skills, Coping with test anxiety, Tools to help students get organized, Habits of highly effective students and Stress management for parents.
- MAP Score Improvement: Parents were very happy to see the huge improvement students made on MAP.

School Site Council (SSC):

- Performance bonus for the staff
- IAB tests are monitored by the history department, they need more materials so they can provide the students.
- Parents suggested changing the reading program since there is a huge amount of money used for it. (Mr.Sahin shared reading level impact due to the program and parents agreed that it is best to keep it).
- Parents like having more paraprofessionals to keep students safe when in the lunch area. Suggested having an additional security guard.
- Parents liked the extension of the school year to mitigate learning loss.
- Parents were very happy with the addition of a Title I English and Math teachers.
- Can we have new programs to use in school (MyOn can be geared for MS)?

ELAC:

1.September 24, 2020

- EL student data
- Updates on testing
- Testing and reclassification guidance
- Support for students including advanced EL and Power classes

2.January 28, 2021

- Data
- Support for EL Students
- ELPAC 2021
- ELPAC Google Classroom
- ELPAC practice test

- Reclassification

Parent questions:

If my child reclassifies, will the help he receives stop? Does being an EL student affect students when they transfer to college? (This was answered and discussed)

3.April 30, 2021

- ELPAC and ELAC updates

4.May 28, 2021

- Updates

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Continue using TeachBoost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Naviance to maintain the effectiveness of the “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 91.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$46,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and</p>	\$585,897.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Equipment: Resource: Title IV, Part A; Amount: \$2,891 		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,013,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$15,000.00	Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$1,036,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 74%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 62%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 52.5				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 45.06% English Learners: 3.03% Socioeconomically Disadvantaged: 44.69% Students with Disabilities: 8.62% Asian: 64.28% Hispanic: 42.73% White: 56.25% 				2022-23: <ul style="list-style-type: none"> All Students: 48.00% English Learners: 10.00% Socioeconomically Disadvantaged: 48.00% Students with Disabilities: 15.00% Asian: 66.00% Hispanic: 47.00% White: 58.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 12.9 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 7.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<p>below standard</p> <ul style="list-style-type: none"> English Learners: 67.8 points below standard Socioeconomically Disadvantaged: 15.7 points below standard Students with Disabilities: 96.0 points below standard Asian: 49.6 points above standard Hispanic: 19.4 points below standard White: 20.9 points above standard 				<p>below standard</p> <ul style="list-style-type: none"> English Learners: 59.0 points below standard Socioeconomically Disadvantaged: 8.0 points below standard Students with Disabilities: 80.0 points below standard Asian: 50.0 points above standard Hispanic: 12.0 points below standard White: 22.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 57.6% English Learners: 51.0% 				<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 58.6% • Students with Disabilities: 60.5% • Asian: 67.7% • Hispanic: 57.3% • White: 55.0% 				<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 60.0% • Asian: 70.0% • Hispanic: 60.0% • White: 60.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> • All Students: 30.13% • English Learners: 9.09% • Socioeconomically Disadvantaged: 27.72% • Students with Disabilities: 5.17% • Asian: 42.86% • Hispanic: 27.16% • White: 62.50% 				2022-23: <ul style="list-style-type: none"> • All Students: 34.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 34.00% • Students with Disabilities: 15.00% • Asian: 45.00% • Hispanic: 32.00% • White: 64.00%
Distance from Standard (DFS) on the CASSPP-	2018-19: (2019 Dashboard)				2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Asian: 34.3 points above standard Hispanic: 50.0 points below standard White: 6.2 points above standard 				<ul style="list-style-type: none"> All Students: 37.0 points below standard English Learners: 67.0 points below standard Socioeconomically Disadvantaged: 41.0 points below standard Students with Disabilities: 100.0 points below standard Asian: 35.0 points above standard Hispanic: 42.0 points below standard White: 8.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress	2020-21: <ul style="list-style-type: none"> All Students: 57.7% 				2023-24: <ul style="list-style-type: none"> All Students: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 55.4% Socioeconomically Disadvantaged: 57.6% Students with Disabilities: 51.1% Asian: 68.8% Hispanic: 56.5% White: 68.4% 				<ul style="list-style-type: none"> English Learners: 60.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 60.0% Asian: 70.0% Hispanic: 65.0% White: 70.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 52.6%				2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 10.4%				2023-24: 13.0%
Percentage of students meeting or exceeding standard	2018-19: <ul style="list-style-type: none"> All Students: 30.61% 				2022-23: <ul style="list-style-type: none"> All Students: 33.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the CAASPP-Science assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% Hispanic: 26.56% 				<ul style="list-style-type: none"> English Learners: 10.00% Socioeconomically Disadvantaged: 33.00% Students with Disabilities: 15.00% Hispanic: 30.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,484,045.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional development expenses: Resource: Title II, Part A; Amount: \$13,836 • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$20,000 	\$58,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: \$214,797 • Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$25,000 	\$1,013,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$48,500 		
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$180,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> MPS EL Coordinator salary and benefits: Resource: Title III, Part A; Amount: \$88,400 		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$806,544.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 58.5%				2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 55.56%				2022-23: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 15.87%				2022-23: 30.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 68.4%				2022-23: 70.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 50.7%				2022-23: 60.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 18.9%				2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 84.6%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 36.5%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.1%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 45.9%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 54.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%				Class of 2021: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 9%				2023-24: 15%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 95%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Naviance and Albert program fees: Resource: Title 1, Part A; Amount: \$4,500 	\$115,721.00	Yes
2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Supplemental program , Gizmos: Resource: Title I, Part A; Amount: \$3,000 		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	\$210,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Supplemental program, Pixton: Resource: Title IV, Part A; Amount: \$3,000 		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Physical Education equipment expenses: Resource: Title IV, Part A; Amount: \$10,000 	\$216,943.00	Yes
5	Additional programs and activities that	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc.</p>	\$786,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support well-rounded education	<p>Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	20				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 9.0%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.06%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.8%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 72% Families: 95% Staff: 92%				2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 91%				2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be</p>	\$395,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school’s EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • ParentSquare software fees: Resource: Title I, Part A; Amount: \$4,000 • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: \$5,000 • Home visit Resource: Title I, Part A; Amount: \$25,000 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to</p>	\$382,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$5,000 		
4	Annual stakeholder surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders'	\$4,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p>		Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.12%	\$1,951,597

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education,

activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will

hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These

activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional

supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal

programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory

and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

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

services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared

for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,399,344.00	\$957,567.00	\$30,000.00	\$967,665.00	\$10,354,576.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,489,485.00	\$3,865,091.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$46,000.00				\$46,000.00
1	2	All	Instructional materials and technology	\$488,897.00	\$80,000.00		\$17,000.00	\$585,897.00
1	3	All	Clean and safe facilities that support learning	\$2,013,000.00				\$2,013,000.00
1	4	Low Income	Healthy and nutritious meals	\$15,000.00				\$15,000.00
1	5	All	Well-orchestrated Home Office support services	\$1,036,000.00				\$1,036,000.00
2	1	All	Broad course of study and standards-based curriculum	\$2,391,910.00	\$92,135.00			\$2,484,045.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$38,750.00			\$20,000.00	\$58,750.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$334,385.00	\$150,327.00		\$528,592.00	\$1,013,304.00
2	4	English Learners	Designated and integrated ELD programs	\$91,945.00			\$88,400.00	\$180,345.00
2	5	Students with Disabilities	Support for students with disabilities	\$99,252.00	\$506,105.00		\$201,187.00	\$806,544.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$111,221.00			\$4,500.00	\$115,721.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				\$3,000.00	\$3,000.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$207,990.00			\$3,000.00	\$210,990.00
3	4	Low Income	Physical education, activity, and fitness	\$216,943.00				\$216,943.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$637,512.00	\$119,000.00	\$30,000.00		\$786,512.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$283,279.00	\$10,000.00		\$101,986.00	\$395,265.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$382,860.00				\$382,860.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$4,400.00				\$4,400.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,324,285.00	\$3,383,090.00
LEA-wide Total:	\$2,324,285.00	\$3,383,090.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$15,000.00	\$15,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,750.00	\$58,750.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$334,385.00	\$1,013,304.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$91,945.00	\$180,345.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,221.00	\$115,721.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,000.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$207,990.00	\$210,990.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$216,943.00	\$216,943.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$637,512.00	\$786,512.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$283,279.00	\$395,265.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$382,860.00	\$382,860.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,400.00	\$4,400.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-2
CDS Code:	19-10199-0115212
LEA Contact Information:	Name: David Garner Position: Principal Email: dgarner@magnoliapublicschools.org Phone: (818) 758-0300
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5,573,189
LCFF Supplemental & Concentration Grants	\$1,319,496
All Other State Funds	\$733,771
All Local Funds	\$30,000
All federal funds	\$353,555
Total Projected Revenue	\$6,690,515

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,403,081
Total Budgeted Expenditures in the LCAP	\$6,403,081
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,680,651
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$807,171.88
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$732,293.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$361,155
2020-21 Difference in Budgeted and Actual Expenditures	-\$74,878.88

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	As explained in the LCP analysis, the differences were due to savings by staff reassignments and using online instructional materials. The planned actions and services were fully provided to high needs students.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-2

CDS Code: 19-10199-0115212

School Year: 2021-22

LEA contact information:

David Garner

Principal

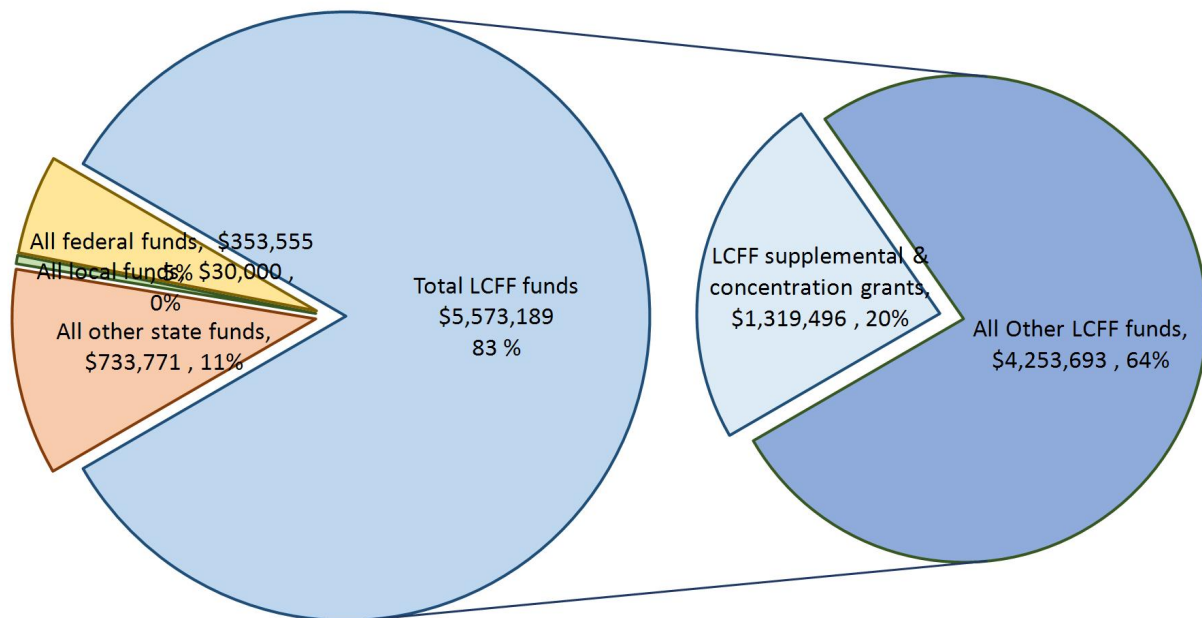
dgarner@magnoliapublicschools.org

(818) 758-0300

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



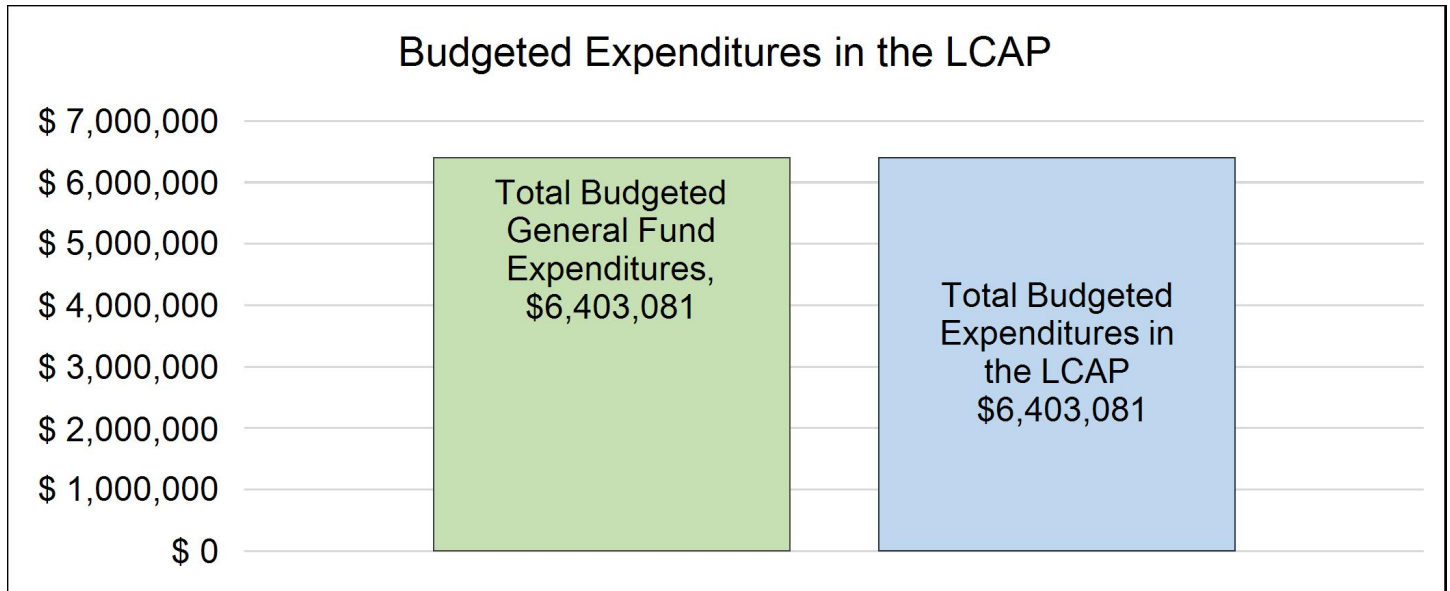
This chart shows the total general purpose revenue Magnolia Science Academy-2 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-2 is \$6,690,515, of which \$5,573,189 is Local Control Funding Formula (LCFF), \$733,771 is other state funds, \$30,000 is local funds, and \$353,555 is

federal funds. Of the \$5,573,189 in LCFF Funds, \$1,319,496 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-2 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-2 plans to spend \$6,403,081 for the 2021-22 school year. Of that amount, \$6,403,081 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

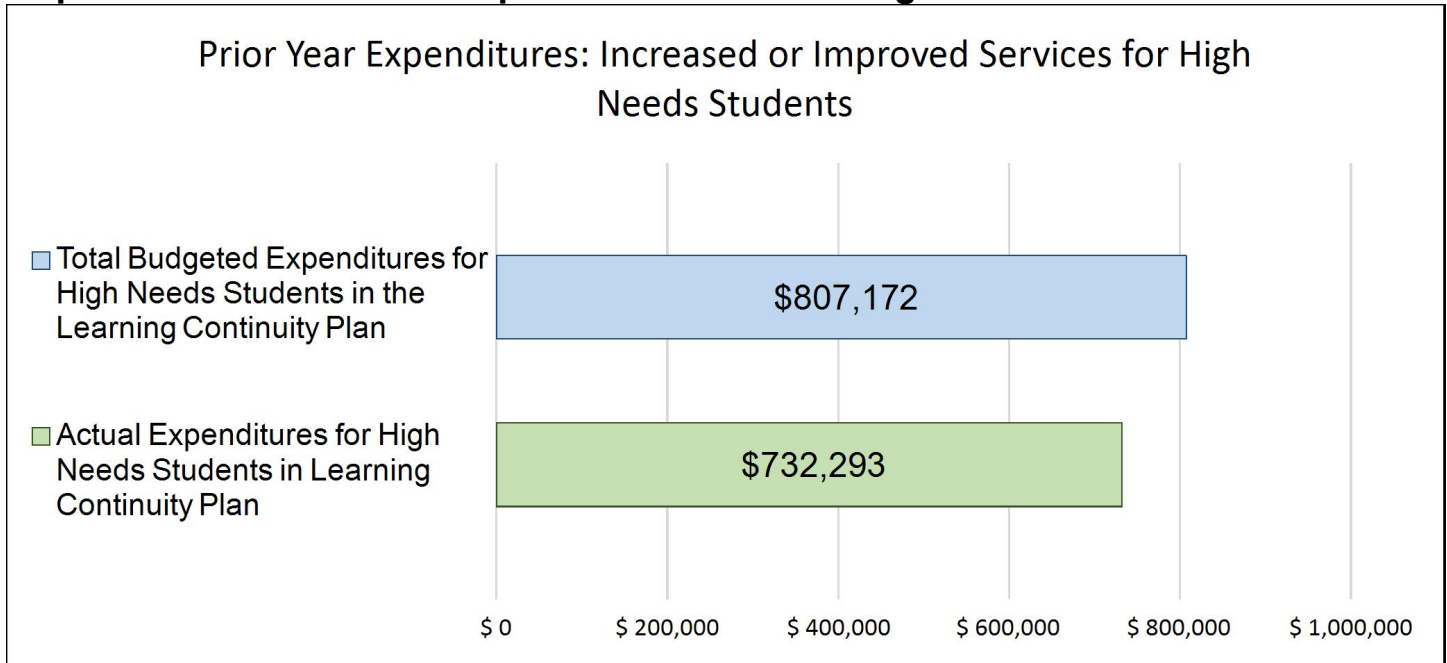
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-2 is projecting it will receive \$1,319,496 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-2 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-2 plans to spend \$1,680,651 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Magnolia Science Academy-2's Learning Continuity Plan budgeted \$807,171.88 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-2 actually spent \$732,293.00 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by staff reassignments and using online instructional materials. The planned actions and services were fully provided to high needs students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20</p>	<p>2019-20: 94%</p>

Expected	Actual
<p>90%</p> <p>Baseline 90%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP ELA/Literacy assessments</p> <p>19-20 2018-19 (Expected): All Students: 3 percentage points up from the prior year</p> <p>English Learners: 1 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</p> <p>Students with Disabilities: 3 percentage points up from the prior year</p> <p>Hispanic: 3 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 33%</p> <p>English Learners: 3%</p> <p>Socioeconomically Disadvantaged: 32%</p> <p>Students with Disabilities: 8%</p> <p>Hispanic: 29%</p>	<p>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%</p>

Expected	Actual
White: 71%	
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 49.7 points belowstandard</p> <p>English Learners: 91.6 points belowstandard</p> <p>Socioeconomically Disadvantaged: 51.4 points belowstandard</p> <p>Students with Disabilities: 127.9 points belowstandard</p> <p>Hispanic: 57.0 points belowstandard</p>	<p>2018-19: All Students:16.6 below standard</p> <p>English Learners: 62.1 points below standard</p> <p>Socioeconomically Disadvantaged: 22.0 points below standard</p> <p>Students with Disabilities: 79.9 points below standard</p> <p>Hispanic: 24.9 points below standard</p> <p>White: 26.2 points above standard</p>

Expected	Actual
White: 5.3 points belowstandard	
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 6-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 2 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 52%</p> <p>English Learners: 46.3%</p> <p>Socioeconomically Disadvantaged: 51.5%</p> <p>Students with Disabilities: 48.3%</p> <p>Hispanic: 51.0%</p>	<p>2018-19: All Students: 58.6%</p> <p>English Learners: 53.5%</p> <p>Socioeconomically Disadvantaged: 57.9%</p> <p>Students with Disabilities: 62.2%</p> <p>Hispanic: 57.1%</p> <p>White: 61.9%</p>

Expected	Actual
White: 61.9%	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 24%</p> <p>English Learners: 0%</p> <p>Socioeconomically Disadvantaged: 24%</p> <p>Students with Disabilities: 6%</p> <p>Hispanic: 21%</p> <p>White: 52%</p>	<p>2018-19: All Students: 27.87%</p> <p>English Learners: 5.13%</p> <p>Socioeconomically Disadvantaged: 24.80%</p> <p>Students with Disabilities: 15.55%</p> <p>Hispanic: 23.41</p> <p>White: 67.41%</p>

Expected	Actual
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP Mathematics assessments</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 62.3 points below standard</p> <p>English Learners: 111.6 points below standard</p> <p>Socioeconomically Disadvantaged: 62.7 points below standard</p> <p>Students with Disabilities: 102.9 points below standard</p> <p>Hispanic: 68.3 points below standard</p> <p>White: 35.0 points below standard</p>	<p>2018-19: All Students: 60.8 points</p> <p>English Learners: 96.8 points</p> <p>Socioeconomically Disadvantaged: 65.6 points</p> <p>Students with Disabilities: 119.6 points</p> <p>Hispanic: 71.9 points</p> <p>White: 21.8 points</p>

Expected	Actual
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 2 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 45.6%</p> <p>English Learners: 50.0%</p> <p>Socioeconomically Disadvantaged: 45.8%</p> <p>Students with Disabilities: 45.8%</p> <p>Hispanic: 45.4%</p> <p>White: 40.0%</p>	<p>All Students: 61.6 %</p> <p>English Learners: 57.8%</p> <p>Socioeconomically Disadvantaged: 63.0 %</p> <p>Students with Disabilities: 53.1%</p> <p>Hispanic: 60.8%</p> <p>White: 63.6%</p>

Expected	Actual
<p>Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p>19-20 Maintain</p> <p>Baseline 88.7%</p>	<p>2018-19: 71.4 %</p>
<p>Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p>19-20 1 percentage point up from the prior year</p> <p>Baseline 4.8%</p>	<p>2019-20: 26.9%</p>
<p>Metric/Indicator Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p>19-20 1 percentage point up from the prior year</p> <p>Baseline 79%</p>	<p>2019-20 (Fall Semester): 79%</p>
<p>Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p> <p>19-20 1 percentage point up from the prior year</p> <p>Baseline 49%</p>	<p>2019-20: 21.6 %</p>

Expected	Actual
<p>Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p>19-20 Maintain</p> <p>Baseline 65.2%</p>	<p>2019-20: 48.8%</p>
<p>Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p>19-20 Maintain</p> <p>Baseline 91%</p>	<p>2019-20: 94.7%</p>
<p>Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p>19-20 Maintain</p> <p>Baseline 86%</p>	<p>2019-20: 63.9%</p>
<p>Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test</p> <p>19-20 Maintain</p> <p>Baseline 15%</p>	<p>2019-20: ELA: 44.7% Math 15.3%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$20,000 BTSA expenses (5000)(Base); \$6,000 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$26,000</p>	<p>\$9,000 BTSA expenses (5000)(Base); \$2,950 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Title II \$11,950</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$30,000 Books (4100-4200); \$115,000,199 Supplies, materials (4300), \$135,000 Equipment (4400) 4000-4999: Books And Supplies LCFF Base \$280,000</p>	<p>\$36,800 Books (4100-4200), \$88,151 Supplies and Equipment (4300, 4310, 4320, 4335); \$10,370 (4400, 4410, 4430, 4440) 4000-4999: Books And Supplies LCFF Base \$136,050</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p>	<p>\$17,000 Operation and housekeeping (5500), \$50,000 Repair and Maintenance (5615), \$60,000 Janitors salary & benefits (2900, 3000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$127,000</p>	<p>\$18,300 Operations and housekeeping (5500), \$12,000 Repair and Maintenance (5615), 5000-5999: Services And Other Operating Expenditures LCFF Base \$30,300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		<p>\$68,041 Janitors salary (2200) and \$30,412 benefits (3000) 1000-3000: Salary and Benefits LCFF Base \$98,453</p>
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$40,000 Professional Development (5800); \$3,000 TeachBoost fees, MAP Testing (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$43,000</p>	<p>\$26,424 Professional Development (5800); \$2,640 TeachBoost fees, MAP Testing (5000) \$4,937.50 5000-5999: Services And Other Operating Expenditures LCFF Base \$33,061</p>
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p>\$60,000 EL Coordinator salary (1000)(S&C); \$10,000 Benefits (3000)(S&C); 1000-3000: Salary and Benefits Supplemental and Concentration \$70,000</p> <p>\$5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies Title I 5,000</p>	<p>\$76,945 EL Coordinator salary (1000)(S&C); \$19,236 Benefits (3000)(S&C); 1000-3000: Salary and Benefits Title I \$96,181</p> <p>\$2,250 - Flocabulary;, \$3,000 - Renaissance Learning / MyOn (portion for EL Students) 4000-4999: Books And Supplies Title I \$5,250</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>		
<p>Charter School teachers will provide instruction using 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.</p> <p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$4,000 Professional Development on ELD strategies (5863)(S&C) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000</p>	<p>\$3,389.50 Professional Development on ELD strategies (5863)(S&C) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,389.50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$120,000 2 Intervention teachers' salaries (1000)(Title I); \$30,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I \$170,000</p>	<p>\$145,000 2 Intervention teachers' salaries (1000)(Title I); \$40,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I \$185,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES) 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$45,000</p>	<p>\$10,000 After school and (\$8,625) Saturday ELA/math tutoring teacher stipends (1000)(ASES) 1000-1999: Certificated Personnel Salaries LCFF Base, Title I \$32,500</p>
<p>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.</p>	<p>\$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); \$40,000 Benefits (3000)(Base);</p>	<p>"\$180,00 Two deans of academics salaries (1000)(Base); \$66,500 Benefits (3000)(Base)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1000-3000: Salary and Benefits Base; Title I \$240,000</p> <p>\$6,500 Illuminate SIS & DnA (5000); \$6,000 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$12,500</p>	<p>1000-3000: Salary and Benefits Base \$246,500</p> <p>Illuminate SIS & DnA (5000); \$3,010 (SIS), \$1,890 (DnA) 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,900</p> <p>\$3,150 (Title I) - Certificated Admin Salaries 1000-1999: Certificated Personnel Salaries Title I \$3,150</p> <p>\$4,937 NWEA (MAP) testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$4,937</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$70,000</p>	<p>\$71,357 College Counselor salary (1000)(Base); \$21,407 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$92,764</p>
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>1100 AP teacher add-on salaries 4300 AP Course materials 4000-4999: Books And Supplies LCFF Base \$25,000</p>	<p>4300 AP Course materials (\$7,213 - College Board / AP Program); AP Textbooks and other materials (\$838 - AP Art Materials; \$461 - AP Spanish Textbook; AP Spanish Textbook - \$6,066 (Wayside); AP Calculus Textbook \$1,799; AP Calc Textbook - \$245; \$1,375 - AP Calc Textbook) - CHECK W/</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		<p>LESIA ON AP CALC PURCHASE??? 4000-4999: Books And Supplies LCFF Base \$17,997</p> <p>1100 AP teacher add-on salaries (\$8,000) 1000-1999: Certificated Personnel Salaries LCFF Base \$8,000</p>
<p>Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>\$2,810 Naviance program (5000)(Base); (\$882 PSAT NMSQT Test Fee), 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,692</p> <p>College preparation materials (4000)(Base): (Stanford Math: \$1,500), 4000-4999: Books And Supplies LCFF Base \$1,500</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: \$26,000 Actual: \$11,950 The reason for the difference is that we were planning to support more teachers with their BTSA needs but ended up with less teachers needing it. These additional funds were used to support other priority areas, including Goal 1: Action 7, which spent more than initially budgeted, which had planned: \$170,000, and actual: \$180,000.

Goal 1: Action 2: Planned: \$280,000 Actual: \$136,050 The difference is due to the decision to postpone ordering new sets of textbooks for most subjects which had subscriptions that were expiring. We made the decision to instead order 1 year online subscriptions during this time.

Goal 1: Action 3: Planned: \$127,000 Actual: \$128,753. The school was closed for about three months due COVID-19 and saved on cleaning costs. In addition, we postponed a project to renovate the drinking fountains on campus through LAUSD, and instead purchased new 5 gallon water dispensers for all classrooms to support during Covid-19 as well as other needed items.

Goal 1: Action 4: Planned: \$43,000 Actual: \$33,061 The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead. Also, some of the distance learning PD's which were planned to be completed by outside service providers were provided by MPS home office.

Goal 1: Action 5: Planned: \$75,000 Actual: \$32,500. Less money was spent in this area that initially planned due to not being able to offer in-person Saturday School support during Covid-19.

Goal 1: Action 6: Planned: \$4,000 Actual: \$3,389. The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead.

Goal 1: Action 7: Planned: \$179,000 Actual: \$185,000. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19.

Goal 1: Action 8: Planned: \$45,000 Actual: \$100,975. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19, including expansion of Saturday School services for SPED, EL, and general education students who are struggling academically through distance learning during Covid-19.

Goal 1: Action 9: Planned: \$252,500 Actual: \$259,487. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19.

Goal 1: Action 10: Planned: \$70,000 Actual: \$92,764. More money was spent in this area that initially planned due to additional employee benefits not originally included in budgeted amount.

Goal 1: Action 11: Planned: \$25,000 Actual: \$25,997.

Goal 1: Action 12: Planned: \$5,000 Actual: \$5,192.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As a result of the Covid-19 physical closure of MSA2 during March of 2020, MSA2 was unable to implement the previously scheduled assessments which included the NWEA MAP Spring assessment for all students, as well as the CAASPP in ELA and math. As such, we were unable to assess the ultimate annual academic growth which we typically are able to gather to reassess our academic programs and interventions during typical school years. Nonetheless, we did implement the NWEA MAP during the fall 2019 semester as a benchmark of data in ELA and math which can still be used to compare our growth from previous academic years. Further, during Covid-19, our EL testing coordinator was unable to administer the ELPAC assessment to demonstrate the actual level of growth in the acquisition of English for our English Learner student population which we typically are able to evaluate when measuring our success in meeting our goals. As such, our RFEP rates during this school year were not an accurate measurement of the work and efforts which MSA2 teachers and EL support staff implemented throughout the year. Despite students being on distance learning, additional support continued to be provided by teachers during after school tutoring, and office hours which were provided on a regular basis via Zoom to all students during Covid-19 physical closures to our campus.



Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 16%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p>19-20 10%</p> <p>Baseline 12%</p>	
<p>Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 80%</p> <p>Baseline 80%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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.</p>	<p>\$2,040,000 Teacher salaries (1000)(Base) 1000-1999: Certificated Personnel Salaries LCFF Base \$2,040,000</p>	<p>\$1,820,734 Teacher salaries (1000)(Base) 1000-1999: Certificated Personnel Salaries LCFF Base \$1,820,734</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$800,000 Benefits (3000)(Base) 3000-3999: Employee Benefits LCFF Base \$800,000</p> <p>\$25,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000</p>	<p>\$838,295.09 - Benefits (3000)(Base) 3000-3999: Employee Benefits LCFF Base \$838,295.09</p> <p>Academic Competitions (Robotics, Math, AcaDECA) Registration Fees: \$5,174; Field Trips: \$9,400 (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$14,674</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$55,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$305,000</p>	<p>\$294,729 1 Principal and 2 Deans of Academics salaries (1000)(Base); \$73,682 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$368,411</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base \$85,000</p>	<p>\$75,035 1 Title I / Accelerated/Advanced Math teacher salary (1000)(Base) and \$18,758 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I \$93,793</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its</p>	<p>"\$40,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$150,000 2</p>	<p>"\$42,828 1 IT staff salary (2000)(Base); \$12,848 Benefits (3000)(Base); \$87,899</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>technology up to date. Charter School teachers will participate in PD on Blended Learning.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$15,000 Computers; \$68,500 Technology expenses 1000-3000: Salary and Benefits LCFF Base \$288,500</p>	<p>Computer/Technology teachers salary (1000)(Base) and \$22,474 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; 1000-3000: Salary and Benefits LCFF Base \$166,049</p> <p>\$3,500 Computers (4000); 4000-4999: Books And Supplies LCFF Base \$3,500</p> <p>\$8,800 Technology expenses (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$8.800</p>
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$10,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$10,000</p>	<p>\$2,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$2,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1: Planned: \$2,865,000; Actual: \$2,673,703.09. The school's initial plan of hiring certain personnel was modified during distance learning, as the school reassigned duties to current staff members to fulfill these duties, including by creating Grade Level Coordinator positions with the existing office staff members. Also, some of the funds budgeted to this action for academic competitions, including robotics tournaments, were not spent due to changes in the available competitions during Covid-19.

Goal 2: Action 2: Planned: \$305,000; Actual: \$368,411. The school spent additional funds in this category based on the years of experience and other qualifications for these employees.

Goal 2: Action 3: Planned: \$85,000; Actual: \$93,793. The school spent additional funds in this category based on the years of experience and other qualifications for the Math Interventionist instructor.

Goal 2: Action: 4: Planned: \$288,500; Actual: 178.349. The school did not spend additional funds budgeted for this area since former sets of Chromebooks which were restored by our IT coordinator were able to be utilized during distance learning by the families during Covid-19.

Goal 2: Action: 5: Planned: \$10,000; Actual: \$2,000. The school was closed for several months due COVID-19 and our STEAM Expo as well as science fair were cancelled due to Covid-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA2 takes steps to offer classes, electives, programs, and services which are specified within our charter petition. The particular details as to which offerings are made available to students within each school year is correlated with the interest which is shared by pupils. The overall course offerings at MSA2 each academic year are specifically created with the purpose of servicing the needs of each pupil at our school. We compile recommendations for courses from students during meetings with our Dean of Academics, Assistant Principal, and College Counselor. This information is incorporated into the planning phases for selecting courses.

Additionally, MSA2 works to ensure that our 12th grade students will graduate with their A-G requirements being fulfilled so they are eligible to be accepted into the UC and CSU systems. Throughout their four years in high school, our students all receive a balanced schedule of course offerings across all areas, including the additionally rigorous opportunity to enroll in courses with our community college partners, which include Pierce College, Los Angeles Valley College, and Mission College.

Many of the academic competitions which our students had the opportunity to participate in during their end of this year were not possible during distance learning, such as VEX EDR Robotics and RAD Drones tournaments. However, we were able to still offer our students the ability to enter other competitions which were held virtually. In addition, our students were able to compete in the Math Counts competition during distance learning. Further, this year of Distance, despite the inability to participate in a STEAM Expo with our charter organization, our students still were provided with support to have the opportunity to complete virtual STEAM projects.

Our 12th and 8th grade students were able to compete in their graduation and culmination ceremonies virtually and the school also held a car parade in which cars were decorated as a manner to celebrate the students' accomplishments.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of ELAC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>

Expected	Actual
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 5</p> <p>Baseline 5</p>	<p>2019-20: 5</p>
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been home visited by the teachers per year</p> <p>19-20 25%</p> <p>Baseline 25%</p>	<p>2019-20: 30.8%</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 97%</p> <p>Baseline</p>	<p>2019-20: 96.79%</p>

Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate 19-20 6% Baseline 10%	2019-20 (Fall Semester): 6.3%
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator High school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator Four-year cohort graduation rate 19-20 100% Baseline 98%	2019:20: 100%
Metric/Indicator Student suspension rate 19-20 0%	2019-20: 0.2%

Expected	Actual
<p>Baseline 0.2%</p>	
<p>Metric/Indicator Student expulsion rate</p> <p>19-20 0%</p> <p>Baseline 0.2%</p>	<p>2019-20: 0%</p>
<p>Metric/Indicator School experience survey participation rates</p> <p>19-20 Students: 85% Families: 85% Staff: 85%</p> <p>Baseline Students: 83% Families: 95% Staff: 94%</p>	<p>2019-20: Students: 99.3% Families: 85.8% Staff: 100%</p>
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: 85% Families: 85% Staff: 85%</p> <p>Baseline Students: 63% Families: 90% Staff: 80%</p>	<p>2019-20: Students: 70% Families: 93% Staff: 89%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p>	<p>\$10,000 Parent meeting expenses (4000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$10,000</p>	<p>\$3,990 (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$3,900</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$2,000</p>	<p>\$1,510 Parent meeting expenses (4000)(LCFF Base) 4000-4999: Books And Supplies LCFF Base \$1,510</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,500</p>	<p>\$4,900 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,900</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>\$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:</p>	<p>\$9,750 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Action 1] 1000-1999: Certificated Personnel Salaries Title I \$20,000</p>	<p>Action 1] 1000-1999: Certificated Personnel Salaries Title I \$9,750</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$70,000 School Psychologist salary (1000)(S&C); \$15,000 Benefits (3000)(S&C) 1000-3000: Salary and Benefits S & C; Title I \$85,000</p>	<p>\$60,282 School Psychologist salary (1000)(S&C); \$26,800 Benefits (3000)(S&C) 1000-3000: Salary and Benefits S & C; Title I \$87,082</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>\$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); \$50,000 Benefits (3000)(Base); \$2,500 ParentReach notification program</p>	<p>\$125,292; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); 2000-2999: Classified Personnel Salaries LCFF Base \$125,292</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$192,500</p>	<p>\$37,587 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base \$37,587</p> <p>\$2,440 ParentSquare notification program 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,440</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$20,000 Recovery Program 1000-3000: Salary and Benefits LCFF Base \$100,000</p>	<p>\$71,357; College counselor salary (1000)(LCFF Base) and \$17,837 benefits (3000)(LCFF Base) [Duplicated Expense: See Goal 1: Action 10]; 1000-3000: Salary and Benefits LCFF Base \$87,188</p> <p>\$6,372 - Naviance and APEX (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,372</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p>	<p>\$150,000 2 Dean of Students salary (1000)(Base); \$30,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$180,000</p>	<p>\$80,707 1 Dean of Students salary (1000)(Base); \$20,176 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$100,883</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$15,000.00; 5863 Teacher PD on classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base \$15,000</p>	<p>\$3,239; 5863 Teacher PD on classroom management. \$3,900 PBIS LACOE PD 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,139</p>
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$2,000 Panorama Education surveys (5000)(Base) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,000</p>	<p>\$1,800 Panorama Education surveys (5000)(Base) 5800: Professional/Consulting Services And Operating Expenditures Title I \$1,800</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action: 1: Planned: \$10,000; Actual: \$3,900. This category did not utilize all of the funding allocated since some of the end of year events with our Parent Bridge program were not able to take place in-person, once Covid-19 closed the campus down during the last few months of the school year.

Goal 3: Action 4: Planned: \$20,000 Actual: \$9,750. MSA2 was closed for the last several months of the school year due COVID-19 and as such, staff were not able to complete additionally scheduled home visits during this time.

Goal 3: Action 5: Planned: \$192,500; Actual: \$165,319. This change in amount spent is due to the change in office manager to another individual with a different number of years of experience.

Goal 3: Action 6: Planned: \$180,000; Actual: \$100,883. This change in amount spent is due to the change in dean of students to another individual with a different number of years of experience.

Goal 3: Action 7: Planned: \$15,000; Actual: \$7,139. This category did not utilize all of the funding allocated since some of the end of year events with our professional development trainings for in-person teachers which were planned for the end of the year, once Covid-19 closed the campus down during the last few months of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA2 conducted important meetings with parents, staff, and students which included the SSC, ELAC, and PTF meetings throughout the duration of the academic year, including via Zoom through distance learning during Covid-19. Our parents were kept up to speed regarding their academic progress, attendance and behavior of their children by means of our Illuminate SIS, in addition to our utilization of ParentSquare as a manner to maintain open communication with parents. Academic progress report grades were distributed and printed as well as mailed to student homes each quarter, as well as end of semester official grades. During distance learning, parents were able to receive their students grades via ParentSquare private messages as well. The school continued to hold meetings with parents virtually via Zoom during the last few months of the school year once Covid-19 required the physical campus to close down.

During the first three quarters of the year, the school conducted home visits with teachers and school administrators to support students and their families. Once Covid-19 caused the school to close down, our school administration continued to conduct home visits to provide students with food, technology and to provide support for students' mental health needs.

Throughout this academic year, MSA2 maintained a high ADA, including during distance learning as a result of reassigning our office staff members to serve as Grade Level Coordinators who were each responsible to oversee student attendance reconciliation for their specifically assigned grade levels. This support helped families have an even smaller ratio of staff member to serve their child's needs, and to provide information to the school regarding any issues which were shared by the parents during this time. MSA2 maintained a low expulsion rate of 0%, as well as a suspension rate of below 0.5% during this time as well as a result of our PBIS approach to incorporating positive interventions to help redirect student misbehavior. MSA2 has continued to receive training from LACOE with its PBIS program in order to support the school's effort to improve in this area.

MSA2 incorporated our annual stakeholder surveys in order to discover areas of strength which are shared by various stakeholder groups, as well as areas which we can target to improve. During distance learning, our survey results demonstrated the feeling across students, families and staff members that MSA2 continued to service the need of our students, despite the presence of a pandemic and the multitude of obstacles which needed to be overcome during this time.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	31,000	No
Deep Cleaning and Disinfecting of Campus	\$15,000	10,840	No
PPE, dividers, portable hand washing station, storage shed, floor printed signs for Covid, etc	\$42,000	42,000	No
PD to support reaching needs of SPED students during distance learning and hybrid learning.	\$5,655	0	No
Substitute coverage by core teachers	\$3,000	4,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	\$93,395	25,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

MSA2 budgeted the amount of: \$44,000 for our CNA; however, the actual amount of: \$31,000 took place due to the 6 hours of work which was provided to our nurse during this time. When the school was closed for several months and the campus was not accessible, there was no ability to utilize a nurse during this time.

Deep cleaning and disinfecting of campus for Deep Cleaning: \$15,000 Actual: \$10,840. When the school was closed for several months during this academic year and the campus was not accessible, there was no need to utilize additional disinfecting services during this time.

PD to support reaching needs of SPED students during distance learning and hybrid learning. Planned: \$5,655; Actual: \$0. This expenditure was reduced due to training which was provided internally by our MPS Director of SPED Services to support out SPED teachers and staff.

Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc. Planned: \$93,295; Actual: \$25,000. This expenditure was reduced due to the reallocation of funds to provide additional support to SPED student via Saturday School instructional support throughout the entire academic year. This shift in resources was utilized, since our SPED population was able to receive additional support during distance learning from their teachers which they were more familiar with than via outside service providers who the students did not know. Our full time school psychologist continued to provide counseling services to our SPED students via Zoom during distance learning, as well as on campus, which also provided the students with additional support by our MSA2 internal staff member who the students already know and are familiar with.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the 2020-21 academic year, MSA2 incorporated the addition of a CNA (Certified Nurse's Assistant) who works for 6 hours each week day on campus to conduct health screenings as well to take temperatures of all individuals prior to entering campus. This additional service provides a significant support to the school during this time, since the presence of a trained individual provides more support and confidence in the safety and wellbeing of the campus. This has led to increased percentages of families opting to have their children participate in hybrid learning at MSA2 during the Spring semester.

In addition to adding a CNA this year, MSA2 has taken numerous steps to keep the school safe and clean during this academic year. Amongst such changes, MSA2 purchased two backpack spray disinfectant devices which are utilized by our two custodial workers to have a more efficient manner of disinfecting the classrooms during hybrid learning and between the different groups of students on campus. Further, MSA2 purchased plastic desk dividers for all student desks, and teacher desks to provide additional coverage to the students during this time. We also purchased thousands of masks, gloves, gallons of hand sanitizer and disinfecting wipes which are utilized to maintain a clean and safe campus. Finally, we have included signs, hand washing stations, and implemented Covid testing on campus for all students and staff members.

During distance learning, MSA2 has continued to monitor the academic performance of our students by means of utilizing the NWEA MAP assessments which are administered twice annually for all students, as well as for our intervention students who are taking Power English and Power Math during the winter semester as well. Our special populations have continued to receive on-campus support which began during the fall semester with the SPED teachers providing small group interventions on campus. Our SPED and EL students continue to receive interventions via Zoom, including with their counseling sessions which take place virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of sufficient WiFi Hotspots to ensure connectivity for all students at home	\$12,037	61,595	Yes
Online learning platforms and educational software to enhance learning as well as assist with mitigating learning loss through remote/distance learning and which include: Zoom, NWEA MAP, ALEKS, MyOn, etc.)	\$66,460	61,000	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	\$40,000	24,257	Yes
Staff PD related to distance learning and technology integrated instruction	\$10,000	0	Yes
Salary and benefits of SPED teachers and support staff, including hiring a new instructional SPED paraprofessional to support learning loss for our highest-need student population during distance and hybrid learning	\$393,034.57	415,000	No
Salary and benefits of EL coordinator and math interventionist teachers to support learning loss during distance and hybrid learning	\$193,773.88	205,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning: \$40,000 Actual: \$24,257. During distance learning, more online supplemental support resources were integrated into classroom instruction as well as extensions of previous subscriptions to online textbooks which had been purchased during previous academic years, so less funds were needed in this category.

Staff PD related to distance learning and technology integrated instruction: \$10,000 Actual: \$0. During distance learning, our IT coordinator provided training to our teachers and staff related to this matter, so this expenditure was not needed.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

MSA2 provided all students with the opportunity to attend summer school to help mitigate the loss of learning which took place during this time. Students who had previously passed all of their classes were still invited to attend the program as a manner to build additional skills in English and math. In addition, students who had received failing grades during the previous academic year were invited to work on credit recovery for high school students which incorporate online learning platforms. Prior to the arrival of students for the next academic year, MSA2 provided professional development trainings to our teachers and staff in collaboration with the home office. These trainings continued to take place during the start of the school year through the weekly collaborative time which takes place through department meetings, SPED meetings, grade level meetings, EL meetings, SEL committee meetings, PBIS meetings, administrative meetings, and monthly support meeting with the central office with each MSA2 administrator. During all of these support times, the focus was provided on providing high quality instruction across distance learning to all student groups, including EL and SPED students. Teachers monitored student work via Google Classroom, and provided feedback to students as well as maintained grades in Illuminate. SPED students continued to have IEP meetings virtually during distance learning. SPED teachers and paraprofessionals continued to provide support to students via breakout rooms in Zoom, as well as through small on-campus group interventions, as well as via Saturday School and after school tutoring and office hour interventions. Additionally, attendance was monitored throughout this year by the Dean of Students in collaboration with the Grade Level Coordinators who contact parents of students who are not attending classes to help provide support resources to the student which are needed.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$9,000	\$9,000	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss, provide enrichment activities which support Social Emotional Learning, and prepare students for their transition to middle school.	\$37,353	\$36,000	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	\$31,000	\$82,350	Yes
Salary and benefits for additional computer technology teacher to support distance and hybrid learning	\$150,000	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Goal 2: Action 4: Planned: \$150,000 Actual: \$0. MSA2 opted to reassign some of the duties which were planned to be assigned to the new computer teacher to our current IT Coordinator, including providing ongoing professional development and support to our teachers related to implementing high quality instruction via distance learning to our teachers. Some of these additional funds were allocated to increase the funds spent on Saturday School to \$82,350, which was higher than the \$31,000 budgeted for this area, as well as to increase the amount spend on hotspots to \$61,595, which is greater than the \$12,000 initially budgeted for internet hotspots to support student learning during distance learning.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

During distance learning, MSA2 provided support to students related to the changes which took place as a result of students being required to access their learning by means of utilizing Chromebooks for multiple hours daily. In order to help students continue to engage with their courses, each teacher offered after school tutoring time where they could provide students with additional support related to standards to students beyond what was offered during the regular instructional time. This after school intervention time was also utilized by teachers to provide students with the opportunity to complete missing assignments, retake tests and quizzes and receive additional support. Further, teachers also provide support to students after each synchronous class session during the second half of each class period via Zoom where teachers continue to answer questions for students related to assignments during the asynchronous time.

Additionally, during distance learning, MSA2 offered weekly Saturday School support to SPED, EL and general education students for multiple hours each week across the subjects of English, math, computers, Spanish, ELD, and other courses, including by integrating online academic support tools into their classes. Teachers integrate online platforms which collect data related to standards mastered by students, including Flocabulary, ALEKS, myON, and other platforms as a manner to assess students on standards and create targeted interventions to support student learning loss mitigation. MSA2 also provided a Thanksgiving Learning Loss Mitigation Camp to support students during the extended break away from regular school.

Teachers were provided with additional technological resources to support them in providing high quality instruction to students during distance learning, including laptops, elmo projectors, headphones, microphones, and other resources. Students received weekly Social-Emotional Learning support during Advisory and SSR classes which were led by the ASB student government high school leadership members in partnership with the Dean of Students, the Director of Student Services, and the PBIS Coach, where students were provided with videos which taught weekly SEL themes from the Zones of Regulation curriculum. Suicide risk assessments were continued to be conducted during distance learning by our school psychologist and Dean of Students in order to provide additional mental health support to students in crisis as well.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students received weekly Social-Emotional Learning support during Advisory and SSR classes which were led by the ASB student government high school leadership members in partnership with the Dean of Students, the Director of Student Services, and the PBIS Coach, where students were provided with videos which taught weekly SEL themes from the Zones of Regulation curriculum. Suicide risk assessments were continued to be conducted during distance learning by our school psychologist and Dean of Students in order to provide additional mental health support to students in crisis as well. Our full time psychologist continued to provide counseling support sessions to students in need as well as to SPED students virtually via Zoom, as well as in person. Our school conducted a SEL student survey in the winter which compiled data related to students in need, and the Dean of Students collaborated with the principal and school psychologist to provide interventions to support the students in greatest need. Our SEL committee holds weekly meetings where they plan the weekly lessons which will be taught by the ASB student government officials to the full school via videos to help teach students strategies to effectively regulate their emotions and overcome obstacles in a positive manner which is supportive of their mental health needs. We have provided 504s and assessed students for eligibility for IEPs related to social emotional challenges which have taken place. We have collaborated with the LA County Department of Mental Health in order to follow up on students who have been transported for further evaluation with the Psychiatric Mobile Response Team for psychiatric inpatient evaluations.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our school reassigned our office staff to serve in the positions of Grade Level Coordinators where they are responsible to oversee the students in each particular grade level. This support has been provided to the school during distance learning as a manner to increase student engagement in learning, as these staff members make daily phone calls to families of students who are absent from classes. This communication provides us with the connection with families who often share addition challenges which are taking place with students. In addition, we continue to hold weekly Coffee with the Principal meeting on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continue to hold ELAC, SSC, and PTF meetings during distance learning where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we create and distribute a monthly newsletter which holds important information from our school administration, English Language Coordinator, Grade Level Coordinators, and also provides the community with student journalist work.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We continue to provide free meals to all students on our campus during distance learning on Tuesdays and Thursdays throughout the academic year from 12-3pm. Our Dean of Students also makes drops to the homes for food for families who make the request and who lack transportation on a weekly basis. In addition, food is provided to students during in-person learning days during hybrid learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional mental health resources and services to overcome trauma.	\$5,449	0	Yes
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	\$4,500	4,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700	692	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$4,000	4,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reassignment of duties along with salary and benefits of four current staff to serve as Grade Level Coordinators for Outreach and Student Engagement for grades 6 - 12 during distance and hybrid learning	\$128,103	\$128,103	Yes
Mental Health and Social and Emotional Well-Being	Full time school psychologist to support students social-emotional needs and provide counseling services to students with IEPs	\$111,796	\$111,796	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional mental health resources and services to overcome trauma. Planned: \$5,449; Actual: \$0. Our full time school psychologist provides mental health in-house support to students in SPED programs who have these services and also to students displaying mental health crises to provide additional support. As such, the outside resources have not been needed.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA2, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing Chromebooks for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and extra teaching devices like a touch screen interactive TV, cameras, and accessing our online curriculum with fidelity. Our Hybrid Learning model started in April, 2021, with all grade levels from 6 -12 grade coming to school on Mondays and Tuesdays for the purple group and on Thursdays and Fridays for the Silver group, with the rest of the days are asynchronous Distance Learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we at MSA2 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school as well as the hours, days and amount of teacher provided each week during Saturday School, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency are expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA2, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and extra teaching devices like a touch screen interactive TV, cameras, and accessing our online curriculum with fidelity. To support the learning loss of students, we at MSA2 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school, as well as increased the amount of hours, days, and teachers provided during Saturday Schools, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,289,000.00	4,798,882.39
After School Education and Safety (ASES)	45,000.00	0.00
Base	0.00	246,500.00
Base; Title I	240,000.00	0.00
LCFF Base	4,627,500.00	4,013,699.89
LCFF Base, Title I	0.00	32,500.00
LCFF Supplemental and Concentration	4,000.00	3,389.50
S & C; Title I	85,000.00	87,082.00
Supplemental and Concentration	70,000.00	0.00
Title I	217,500.00	403,761.00
Title II	0.00	11,950.00
	0.00	10,697.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,289,000.00	4,798,882.39
1000-1999: Certificated Personnel Salaries	2,105,000.00	1,874,134.00
1000-3000: Salary and Benefits	1,593,500.00	1,622,304.00
2000-2999: Classified Personnel Salaries	192,500.00	125,292.00
3000-3999: Employee Benefits	800,000.00	875,882.09
4000-4999: Books And Supplies	327,000.00	167,807.00
5000-5999: Services And Other Operating Expenditures	269,000.00	129,223.30
5800: Professional/Consulting Services And Operating Expenditures	2,000.00	4,240.00
	2,000.00	4,240.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	5,289,000.00	4,798,882.39
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	45,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,040,000.00	1,828,734.00
1000-1999: Certificated Personnel Salaries	LCFF Base, Title I	0.00	32,500.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00	12,900.00
1000-3000: Salary and Benefits	Base	0.00	246,500.00
1000-3000: Salary and Benefits	Base; Title I	240,000.00	0.00
1000-3000: Salary and Benefits	LCFF Base	1,028,500.00	913,748.00
1000-3000: Salary and Benefits	S & C; Title I	85,000.00	87,082.00
1000-3000: Salary and Benefits	Supplemental and Concentration	70,000.00	0.00
1000-3000: Salary and Benefits	Title I	170,000.00	374,974.00
2000-2999: Classified Personnel Salaries	LCFF Base	192,500.00	125,292.00
3000-3999: Employee Benefits	LCFF Base	800,000.00	875,882.09
4000-4999: Books And Supplies	LCFF Base	322,000.00	162,557.00
4000-4999: Books And Supplies	Title I	5,000.00	5,250.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	242,500.00	105,046.80
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	4,000.00	3,389.50
5000-5999: Services And Other Operating Expenditures	Title I	22,500.00	8,837.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	11,950.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,000.00	2,440.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	1,800.00
		0.00	1,800.00
		0.00	1,800.00
		0.00	1,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,122,500.00	1,015,574.50
Goal 2	3,553,500.00	3,307,464.89
Goal 3	613,000.00	475,843.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$203,050.00	\$112,840.00
Distance Learning Program	\$715,305.45	\$766,852.00
Pupil Learning Loss	\$227,353.00	\$127,350.00
Additional Actions and Plan Requirements	\$254,548.00	\$249,091.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,400,256.45	\$1,256,133.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$200,050.00	\$108,840.00
Distance Learning Program	\$393,034.57	\$415,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$593,084.57	\$523,840.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,000.00	\$4,000.00
Distance Learning Program	\$322,270.88	\$351,852.00
Pupil Learning Loss	\$227,353.00	\$127,350.00
Additional Actions and Plan Requirements	\$254,548.00	\$249,091.00
All Expenditures in Learning Continuity and Attendance Plan	\$807,171.88	\$732,293.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

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

MSA-2 currently has 468 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves face economic challenges. MSA-2 has a diverse enrollment, including 87% Hispanic / Latino, 6% Asian / Pacific Islander, 5% White, 2% Black / African American, 86% Socioeconomically Disadvantaged, 15% Special Education, and 14% English Learner population.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455

Phone: 818-758-0300

Email: dgarner@magnoliapublicschools.org

Our History

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

Our Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION

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

CONNECTION

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

EXCELLENCE

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-2's graduation rate improved from the orange indicator color to the blue color on the California Dashboard from the 2017-18 to the 2018-19 academic years. In addition, MSA-2 has yielded a 95% graduation rate during the 2019-20 and the 2020-21 academic years. To maintain this high rate in future years, we will continue to track student diploma requirements throughout the four years. Students are able to

recover any missing credit during summer or regular terms. Students are able to take college courses on MSA2 campus or at college campus to earn dual-enrollment credits and move ahead with their requirements.

MSA-2's college career indicator on the California Dashboard improved from yellow to green from the 2017-18 to the 2018-19 academic year. To support even further growth in this area, MSA-2 launched our first cohort of early college students during the summer of 2020 where incoming 9th grade students were given the opportunity to enroll in their first college course with Los Angeles Valley College. 100% of these students passed the Counseling 020 course for 3 units with a letter grade of an A or a B. Many of these students also enrolled in and passed other college courses during their regular 9th grade academic year school year.

Also, MSA-2's suspension rate has been very low over the past two years during the 2017-18 and 2018-19 academic years, as demonstrated by our blue color on the California Dashboard. In addition, MSA-2 had 0 suspensions or expulsions during the 2020-21 academic year, and had 0.2% suspension rate during the 2019-20 academic year. This outcome has been reached by means of a collaborative partnership with the Los Angeles County Office of Education (LACOE) Positive Behavior Interventions and Supports (PBIS) program over the past four academic years, where our school administration and PBIS coach have received professional development and guidance to promote alternatives to suspensions and expulsions. In addition, our high school ASB student government leaders have supported this effort by teaching Bully Prevention courses to our middle school students during their Life Skills classes. Further, our student leaders produce PBIS weekly videos which reinforce the school's behavioral expectations while simultaneously providing students with lessons on Social Emotional Learning (SEL) with the Zones of Regulation (ZOR) curriculum.

MSA-2's chronic absenteeism rate has maintained a blue color on the California Dashboard over the past two consecutive years during 2017-18 and 2018-19. This success has taken place in collaboration with the addition of a full-time attendance clerk who works in our office to reconcile students absences, as well as to communicate with families to support issues that need addressing. In addition, MSA2 also added a full-time school psychologist during this time to support students with social-emotional needs at school in order for students to improve students' focus and engagement in school.

The English Learner Progress has also been very high, including the most recent data in this area on the California Dashboard during the 2018-19 school year which was 71.4% for the English Learner Progress Indicator. We will continue to support our English Learners in designated classes as well as in core classes, as well as by providing addition interventions during after school and Saturday small group instruction.

During our most recent implementation of the NWEA MAP assessment during the 2020-21 academic year, MSA2 students showed overall progress of 67.5% in math and 65% in ELA met their target growth from Fall to Spring. This success took place during the pandemic of Covid-19, where MSA2 offered an expanded amount of interventions for our students, including expanding the amount of weeks where Saturday School interventions were available to include the entire school year.

MSA-2 launched our first AP Computer Programming - Java course during the 2020-21 academic year where students also prepared to take the Oracle Certified Associate (OCA) exam. The success of this new pathway was elevated by having one of our students from the first year of this program be awarded the Amazon Future Engineer Scholarship of \$40,000 which was only awarded to 100 high school students in the country.

In addition, MSA2 participated in the National History Day competition during the 2020-21 academic year, and our high school students were awarded the first place prize for in the Los Angeles County Office of Education (LACOE) competition. Further, our high school students' team was selected to advance to the California State finals for their project.

During the 2019-20 academic year, MSA-2 started a REC Foundation Aerial Drones program. In February 2020, our high school students qualified for the REC Foundation Aerial Drones World Championship. The REC Foundation Aerial Drones World Championship was scheduled to be showcased at the VEX Robotics World Championships which was planned to take place from April 26-28, 2020, in Louisville, Kentucky.

The REC Foundation Aerial Drones Competition offers middle school and high school students an opportunity to get hands-on experience in STEM education in the form of an affordable, fast-paced game. Students in the program have the opportunity to learn how to safely operate a drone, work as a team, and research workforce applications of aerial robotic technology; all while having a blast. Due to the Covid-19 pandemic, the World Championship tournament was not able to take place.

During the 2018-19 academic year, MSA-2's VEX Robotics team qualified to compete in the U.S. Open Robotics Championship tournament for the second consecutive year and placed 17th in the nation out of thousands of teams. For multiple years, MSA2 has offered VEX Robotics as an elective class for high school students. Even though VEX Robotics middle school program was exclusively offered as an after school club during the previous academic year, the team still managed to achieve a tremendous success. During the 2018-19 academic year, we offered VEX Robotics as an elective class for middle school students for the first time. The impact of this change has been positive, as demonstrated by three times more school teams qualifying during the school year for the U.S. Open Robotics Championship tournament across VEX IQ and VEX EDR.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

MSA-2 improved from math color on the California Dashboard from orange to yellow from the 2017-18 to the 2018-19 academic years. Despite this growth, we are still setting goals and taking steps to improve this performance color in math for our school. In addition, the school did not achieve a "significant" increase and MSA-2's math scores on the most recent Dashboard measure still show an average distance below the standard of 60.8 points. As such, MSA-2 is taking steps to decrease this gap, including by continuing to offer Power math classes, after school math support, Saturday School, online learning platforms to support math, and other interventions to support student growth in math across all student groups.

The math groups of socioeconomically disadvantaged, students with disabilities, and English learners are all orange for their performance indicators on the most recent Dashboard during the 2018-19 academic year for their performance in math. While English learners increased by 4.1 points in math during this same academic year, they were still 96.8 points below the standard. In addition, while students with disabilities increased by 10.5 points in math during this same academic year, they were still 119.6 points below the standard. Further,

socioeconomically disadvantaged students maintained their score by 2.9 points in math during this same academic year, and remained 65.5 points below the standard. As such, all efforts to improve the academic performance of ELA at MSA-2 must continue to include targeted interventions for these student groups.

MSA-2 is yellow in our overall ELA indicator color on the California Dashboard during the 2017-18 and 2018-19 academic years. Our growth was a significant increase in ELA during the 2018-19 academic year, where our overall score improved by 20.8 points. Despite this improvement, MSA-2's ELA scores on the most recent Dashboard measure still show an average distance below the standard of 16.6 points. As such, MSA-2 is taking steps to decrease this gap, including by continuing to offer Power English classes, after school ELA support, Saturday School, online learning platforms to support ELA, and other interventions to support student growth in ELA across all student groups.

The ELA groups of students with disabilities is orange for their performance indicators on the most recent Dashboard during the 2018-19 academic year for their performance in ELA. While students with disabilities increased by 28.7 points in ELA during this same academic year, they were still 79.9 points below the standard. As such, all efforts to improve the academic performance of ELA at MSA-2 must continue to include targeted interventions for these student groups. To support teachers and students, we will use different resources to target student needs. We will use online resources like MobyMax, Vocabulary.com, Readworks, and NewsELA to differentiate and target intervention. We will also support teachers on implementing the Study Sync curriculum to maximize student learning. We will use the interim assessments (IAB and ICA) regularly to have students practice and use the data to tailor instruction.

Under the English Language Arts indicator, the English Learner and students with disabilities subgroups have scored lower than the overall average. To support these students, the resource teachers will work with the general education teachers to identify and target the needs of any students who will benefit from accommodations. Students will be given proper settings on the SBAC test to meet their needs. Study skill programs will be given to all students to teach basic skills like test taking strategies. The English Language Development Coordinator will also work with teachers to provide strategies on how to make the curriculum accessible to these students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent Bridge Education Program
- The overall satisfaction rates for students during the 2020-21 academic year increased by 5% (from 83% to 88%). Similarly, the overall satisfaction rates for families increased by 5% during the same period of time (from 93% to 99%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in stakeholder satisfaction over the past year are due to all stakeholders observing that despite the challenges faced during distance learning while Covid-19 was in

place, MSA2 continues to offer improved access to high quality instructional programs via distance learning as well as provide support to staff and families.

- Over the 2020-21 academic year, students showed an improvement by 6% in the area of Climate of Support for Academic Learning (from 76% to 82%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 66% to 76%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 63% to 68%). The highest approval rating for the student stakeholder group was for Climate of Support for Academic Learning, which was 82%. We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.
- Over the 2020-21 academic year, families showed an improvement by 4% in the area of Climate of Support for Academic Learning (from 95% to 99%), by 6% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 92% to 98%), by 4% in the area of Safety (from 93% to 97%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 93% to 98%). The highest approval rating for the families stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.
- Over the 2020-21 academic year, staff showed an improvement by 2% in the area of Climate of Support for Academic Learning (from 97% to 99%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 83% to 93%), and by 13% in the area of Safety (from 81% to 94%), as well as decreased by 2% in the area of Sense of Belonging (School Connectedness) (from 93% to 91%). The highest approval rating for the staff stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system "TeachBoost"
- Our overall proficiency on the SBAC in ELA significantly increased by 20.8 points during the last implementation in 2018-19.

- 95% graduation rate; college bound high school students.
- We were ranked as the #3 STEM Charter in Los Angeles County Office of Education (LACOE) and the #4 school in LACOE by the US News Best High Schools Rankings in 2020
- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa, as well as made it to the US National Championship tournament during two consecutive years during the Spring 2018 and Spring 2019 terms with both our VEX IQ and VEX EDR teams.
- We made it to the World Championships for our RAD Ariel Drone program during the Spring 2020 semester.
- Classes using blended learning effectively
- The full inclusion of special education students is impactful to support student learning
- Professional development around explicit direct instruction
- Our PBIS program is helping lead to low suspensions and expulsion rates

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other 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 annual LCAP.

Information/input sessions include PAC/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 parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 100 home visits during each of the past three school years and sought feedback from the parents for school improvement.

During the distance learning and hybrid learning times which took place from March 2020 until June 2021, MSA2 took numerous steps to maintain engagement of stakeholders. In particular, MSA2 reassigned our office staff to serve in the positions of Grade Level Coordinators where they were responsible to oversee the students in each particular grade level. This support was provided to the school during distance learning as a manner to increase student engagement in learning, as these staff members made daily phone calls to families of students who are absent from classes. This communication provided the school with the connection with families who often share additional challenges which were taking place with students. In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, SSC, and PTF meetings during distance learning where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information from our school administration, English Language Coordinator, Grade Level Coordinators, and also provided the community with

student journalist work.

MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes.

Amongst these means are the below:

- Weekly Full Staff PD meetings
- Weekly Grade Level meetings
- Weekly SPED meetings
- Weekly Admin meetings
- Weekly MTSS SEL Committee meetings
- Weekly PBIS Committee meetings
- Weekly ASB Student Government meetings
- Weekly MTSS Academic Committee meetings
- Weekly MPS Academic Task Force meetings with central office
- Weekly Leadership meetings with central office
- Weekly Title I Staff meetings with ELA and math interventionists
- Weekly Office Staff meetings
- Weekly Open House meetings
- Weekly Coffee with the Principal meetings
- Monthly Dean of Academics meetings with central office
- Monthly Dean of Students meetings with central office
- Monthly Principal meetings with central office
- Biweekly Department meetings
- Weekly College Cohort meetings
- Weekly AP Teacher meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- Weekly Parent Bridge for Student Achievement Foundation (PBSAF) classes
- Weekly Saturday School meetings
- Daily After School Help Desk meetings

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:

ParentSquare

Monthly newsletter

School website

Email

Phone calls / voice message

Daily After School Help Desk meetings
Social media
Google Classroom
Illuminate
Google Forms
Panorama Education - survey
Home visits

A summary of the feedback provided by specific stakeholder groups.

MSA2 regularly receives significant feedback from all stakeholder groups, including our Parent Advisory Committee (PAC) / Parents, our students, our staff, our School Site Council (SSC), our ELAC, and our SELPA. In particular the input from each of these stakeholder groups is systematically integrated into our school operations, programs, services, planned expenditures, and other important aspects of our educational systems.

Introduction:

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

Annual stakeholder experience survey:

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).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”

- “I feel like I am part of this school.”

Student SEL survey:

Separate from the annual 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.

Specific data is collected each year from students, parents/families and staff from our annual stakeholder survey conducted through Panorama Education. The below information reflects the specific results from the 2020-21 survey from these stakeholder groups for MSA2:

Survey Participation Rates:

During the 2020-21 academic year, the participation rate of families increased by 6.0% over the last year (from 85.8% to 91.8%) and the staff participation rates maintained 100% over the past year. These two positive aspects of stakeholder participation took place despite the shift this year toward online surveys during distance learning. The improvement in family participation rates means that MSA2 will consider using electronic surveys in the future rather than paper surveys for all families, while using grade level coordinators to follow up with each family. While the student participation rate decreased by 4.2% over the past year during the 2020-21 academic year (from 99.3% to 95.1%), MSA2 still met our target student participation rate of 95%. The decrease in student participation rate this year took place due to the additional challenges faced during distance learning to complete student surveys.

Overall Satisfaction Rates:

The overall satisfaction rates for students during the 2020-21 academic year increased by 5% (from 83% to 88%). Similarly, the overall satisfaction rates for families increased by 5% during the same period of time (from 93% to 99%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in stakeholder satisfaction over the past year are due to all stakeholders observing that despite the challenges faced during distance learning while Covid-19 was in place, MSA2 continues to offer improved access to high quality instructional programs via distance learning as well as provide support to staff and families.

Survey Findings:

Over the 2020-21 academic year, students showed an improvement in average approval rating by 6% over the past year (from 70% to 76%). These improvements took place as a result of MSA2 investing time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Students also observed that although we were in full distance learning over the past year, MSA2 continued to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement in average approval rating by 5% over the past year (from 93% to 98%). These improvements took place as a result of MSA2 investing time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also maintained a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement in average approval rating by 5% over the past year (from 89% to 94%). The improvements in the first three areas took place as a result of MSA2 investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, social events still took place via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

Successes:

Over the 2020-21 academic year, students showed an improvement by 6% in the area of Climate of Support for Academic Learning (from 76% to 82%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 66% to 76%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 63% to 68%). The highest approval rating for the student stakeholder group was for Climate of Support for Academic Learning, which was 82%. We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement by 4% in the area of Climate of Support for Academic Learning (from 95% to 99%), by 6% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 92% to 98%), by 4% in the area of Safety (from 93% to 97%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 93% to 98%). The highest approval rating for the families stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for

families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement by 2% in the area of Climate of Support for Academic Learning (from 97% to 99%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 83% to 93%), and by 13% in the area of Safety (from 81% to 94%), as well as decreased by 2% in the area of Sense of Belonging (School Connectedness) (from 93% to 91%). The highest approval rating for the staff stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

Identified Needs:

MSA2 approval rates are already high across survey topics and questions amongst students, families, and staff. However, we will continue to strive to maintain our high rates across each stakeholder group as well as across all topics included in this survey by implementing and monitoring our contemporary programs and services, as discussed in a previous response above. In addition, we will continue to seek improvement in areas of student stakeholders, since they are the lowest scoring group typically at MSA2 historically. Even though this is the case, they continue to score high in their comparison to other schools in the core district. As such, we will continue to seek feedback from students by means of ASB Student Government, PBIS house Ambassadors, PBIS coaches, and parent feedback. Specifically, student sense of belonging is the lowest topic amongst all stakeholders, but it also improved by 5% this year, and is also ranking in the top 80-99% percent when compared with all schools in the core district. For staff stakeholders, the lowest response was for sense of belonging which also was at 91% and was the top 80-99 percent when compared with all schools in the core district.

Free Response - Strengths:

- Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2020-21 academic year:
- 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

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2020-21 academic year:

- Staff
- Teachers
- Small class and school size
- Communication with families
- Discipline procedures

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Small size classroom; small family environment
- Staff support each other; respecting another
- Friendly and welcoming environment for all stakeholders

Based upon the free responses to this question, the below strengths are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Teachers support students academically and emotionally.
- Strong communication with families
- Staff support each other; respecting another
- Discipline procedures/Handle bullying and fix problems/PBIS
- Sports program/CIF
- Safe, Small School /Small size classroom; small family environment

We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

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Free Response - Areas of Growth:

Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2020-21 academic year:

- 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

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2020-21 academic year:

- Staff
- Teachers
- Small class and school size
- Communication with families
- Discipline procedures

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Small size classroom; small family environment
- Staff support each other; respecting another
- Friendly and welcoming environment for all stakeholders

Based upon the free responses to this question, the below strengths are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Teachers support students academically and emotionally.
- Strong communication with families
- Staff support each other; respecting another
- Discipline procedures/Handle bullying and fix problems/PBIS
- Sports program/CIF

- Safe, Small School /Small size classroom; small family environment

We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

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Free Response - Areas of Growth:

Based upon the free responses to this question, the below areas of growth are visible in the student survey for MSA2 during the 2020-21 academic year:

- Lack of certain facilities, water fountain issue
- No field
- No sports for girls
- Vending machine taking money

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2020-21 academic year:

- Teacher vacancies filled by substitutes
- Entrance location
- Lunches
- * Many parents stated no dislikes

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Lack of facilities such as library and sports facilities; restrooms are not enough
- Discipline problems; no consequences are given
- Cell phone usage among students and bad language

Based upon the free responses to this question, the below areas of growth are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

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

The areas which need our close attention are improving access to sports programs and facilities, improving quality of meals, and supporting clear consequences for student discipline issues. There are no gaps in student groups revealed by the feedback, although there is a perceived gap in girls sports opportunities which is due to the need to increase promotion of existing girls sports opportunities so that all stakeholders are aware about these.

Suggestions from Stakeholders:

Based upon the free responses to this question, the below are suggestions which are visible in the student survey for MSA2 during the 2020-21 academic year:

- More choice in electives/clubs
- Sports option for girls
- Follow through with consequences
- Shade in lunch area
- More opportunity for engagement with school and others

Based upon the free responses to this question, the below are suggestions which are visible in the families survey for MSA2 during the 2020-21 academic year:

- Better food
- More sports (specifically for middle)
- Lockers for students
- Music class

Based upon the free responses to this question, the below are suggestions which are visible in the staff survey for MSA2 during the 2020-21 academic year:

- New facility; move to a different location; more space
- Clear consequences for disruptive students
- Less substitute teachers
- Hiring process takes too long when a teacher leaves

Based upon the free responses to this question, the below suggestions are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- More sports
- Better food
- Facility improvement

Next Steps:

MSA2 will continue to build increased sports opportunities for middle and high school students by conducting a survey of the students to seek their interest in participating in various sports. In addition, MSA2 will continue to participate in CIF sports for high school, and will take steps to reserve facilities during the instructional day for PE coaches to use with their classes as an athletic conditioning time. This will increase the students' participation in sports as well as access to improved facilities to practice.

MSA2 will seek to improve the quality of menu options available to students on campus by utilizing feedback from staff, students and families. Our goal with this process is to ultimately increase the amount of students who consume food at school to gain important nutrients which are essential to remain focused in learning and maintaining physical, and social-emotional health.

MSA2 will form a facility committee with students, staff, and families as part of the committee with the goal of increasing our access to co-located facilities during the instructional day as part of PE, as well as during outside of school hours to support PBIS programs, assemblies, academic competitions, and other school culture building activities. MSA2 will meet with our co-located schools on a bi-weekly basis to plan for use of facilities.

SELPA Feedback:

Our SELPA recommended that we continue to use the LCAP to monitor the progress of our students with IEPs and 504s through our use of programs and services as well as through continuing to monitor the data involving these students and to make any adjustments to programs and services necessary to ensure the increased success of these students.

Parent Advisory Committee (PAC)/Parents, School Site Council (SSC) and ELAC:

MSA2 feedback from our parents through our PAC, as well as through multiple stakeholder groups involved with our SSC and ELAC

supported the idea that we expand services offered during our Saturday School program, as well as expand our summer school, Spring Break, Thanksgiving Break, and Winter Break services to support student learning to support English Learners, students with IEPs and 504s, socioeconomically disadvantaged students, students in need of social-emotional and mental health support, as well as general education students from all demographic backgrounds.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Continue using TeachBoost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Naviance to maintain the effectiveness of the “Advisory” programs, offering special programs to prepare students for the standardized tests, and preparing students to take more AP and/or college courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program
- Continuing to improve the expansion of sports and arts programs to support our students

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 96.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%				2023-24: 96.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$24,750.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and</p>	\$426,371.08	No

Action #	Title	Description	Total Funds	Contributing
		<p>depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Chromebooks: Resource: Title IV, Part A; Amount: \$8,985 		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$517,374.69	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$8,000.00	Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$973,507.31	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 95%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 91%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 73%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 48.5				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 41.81% English Learners: 7.69% Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 15.56% Hispanic: 38.49% White: 58.82% 				2022-23: <ul style="list-style-type: none"> All Students: 46.00% English Learners: 12.00% Socioeconomically Disadvantaged: 43.00% Students with Disabilities: 20.00% Hispanic: 43.00% White: 60.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 16.6 points below standard 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 10.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 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 above standard 				<ul style="list-style-type: none"> English Learners: 55.0 points below standard Socioeconomically Disadvantaged: 16.0 points below standard Students with Disabilities: 72.0 points below standard Hispanic: 18.0 points below standard White: 28.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 66.0% Socioeconomically Disadvantaged: 66.3% 				2023-24: <ul style="list-style-type: none"> All Students: 70.0% English Learners: 70.0% Socioeconomically Disadvantaged: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 66.0% Hispanic: 65.5% White: 66.7% 				<ul style="list-style-type: none"> Students with Disabilities: 70.0% Hispanic: 70.0% White: 70.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 27.87% English Learners: 5.13% Socioeconomically Disadvantaged: 24.80% Students with Disabilities: 15.55% Hispanic: 23.41% White: 64.71% 				2022-23: <ul style="list-style-type: none"> All Students: 34.00% English Learners: 15.00% Socioeconomically Disadvantaged: 34.00% Students with Disabilities: 25.00% Hispanic: 34.00% White: 67.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 60.8 points below standard English Learners: 96.8 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 54.0 points below standard English Learners: 86.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> • 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 				<p>below standard</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 58.0 points below standard • Students with Disabilities: 100.0 points below standard • Hispanic: 64.0 points below standard • White: 23.0 points above standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 67.4% • English Learners: 63.6% • Socioeconomically Disadvantaged: 68.3% • Students with Disabilities: 57.9% • Asian: 70.8% 				<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 70.0% • English Learners: 65.0% • Socioeconomically Disadvantaged: 70.0% • Students with Disabilities: 60.0% • Asian: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 66.7% White: 87.5% 				<ul style="list-style-type: none"> Hispanic: 70.0% White: 80.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 71.4%				2022-23: (2023 Dashboard) 73.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 14.0%				2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 21.05% English Learners: 0.00% Socioeconomically Disadvantaged: 20.79% Students with Disabilities: 5.56% 				2022-23: <ul style="list-style-type: none"> All Students: 24.00% English Learners: 10.00% Socioeconomically Disadvantaged: 24.00% Students with Disabilities: 10.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 19.41% 				<ul style="list-style-type: none"> Hispanic: 24.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Teacher salary and benefits: \$118,815.04 	\$1,881,128.31	No
2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional	\$60,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$23,202 		
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small</p>	\$653,346.02	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$108,240 • Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$76,000 • Admin stipends for Saturday school: Resource: Title I, Part A; Amount: \$11,400 • Teacher stipends for summer school: Resource: Title I, Part A; Amount: \$40,000 • Instructional Aide stipends for summer school: Resource: Title I, Part A; Amount: \$6,600 • Admin stipends for summer school: Resource: Title I, Part A; Amount: \$5,000 • Educational software (Standard Plus, Quill, NWEA, myON, IXL, Padlet, Flocabulary): \$56,633 • Educational software (AP Computer Science A Java - Edhesive): Title IV, Part A; Amount: \$3,000 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Professional services (Turnitin): Title I; \$4,500 		
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Rosetta Stone program fees: Resource: Title I, Part A; Amount: \$1,000 	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$666,517.38	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 55.0%				2021-22: 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 75.68%				2021-22: 78.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 24.32%				2021-22: 35.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%				2022-23: 65.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 36.1%				2022-23: 50.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 57.5%				2023-24: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.1%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 29.3%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.7%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 58.5%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 71.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%				Class of 2021: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 20%				2023-24: 20%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Naviance program fees: Resource: Title I; Amount: \$4,000 	\$114,388.53	Yes
2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW)</p>	\$4,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software (Oracle Certified, Generation Genius): Resource: Title IV, Part A; Amount: \$2,490 • Educational Software (Gizmo): Resource: Title I; Amount: \$2,000 		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	\$108,642.15	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$111,541.10	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships,</p>	\$230,923.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	32				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 31				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 22.1%				2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.08%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.9%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 95.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 98% Staff: 94%				2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be</p>	\$392,599.71	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school’s EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$12,000 • Parent Academy instructor salary: Resource: Title; Amount: \$10,000 • ParentSquare professional services system: Resource: Title I; Amount: \$2,500 • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: \$10,000 		
3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with	\$206,098.99	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000 		

Action #	Title	Description	Total Funds	Contributing
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,200.00	Yes
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.02%	\$1,319,496

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education,

activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will

hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These

activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional

supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal

programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory

and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

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

services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared

for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$5,192,639.10	\$591,802.98		\$618,638.94	\$6,403,081.02

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,191,782.71	\$2,211,298.31

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$24,750.00				\$24,750.00
1	2	All	Instructional materials and technology	\$394,572.08	\$22,814.00		\$8,985.00	\$426,371.08
1	3	All	Clean and safe facilities that support learning	\$517,374.69				\$517,374.69
1	4	Low Income	Healthy and nutritious meals	\$8,000.00				\$8,000.00
1	5	All	Well-orchestrated Home Office support services	\$973,507.31				\$973,507.31
2	1	All	Broad course of study and standards-based curriculum	\$1,699,341.27	\$62,972.00		\$118,815.04	\$1,881,128.31
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$37,000.00			\$23,202.00	\$60,202.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$339,297.69	\$10,631.00		\$303,417.33	\$653,346.02
2	4	English Learners	Designated and integrated ELD programs				\$1,000.00	\$1,000.00
2	5	Students with Disabilities	Support for students with disabilities	\$114,212.40	\$495,385.98		\$56,919.00	\$666,517.38
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$110,388.53			\$4,000.00	\$114,388.53

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				\$4,490.00	\$4,490.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$108,642.15				\$108,642.15
3	4	Low Income	Physical education, activity, and fitness	\$111,541.10				\$111,541.10
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$230,923.75				\$230,923.75
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$297,789.14			\$94,810.57	\$392,599.71
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$203,098.99			\$3,000.00	\$206,098.99
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$2,200.00				\$2,200.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$20,000.00				\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,468,881.35	\$1,913,432.25
LEA-wide Total:	\$1,468,881.35	\$1,913,432.25
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$8,000.00	\$8,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,000.00	\$60,202.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$339,297.69	\$653,346.02
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		\$1,000.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,388.53	\$114,388.53
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,490.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,642.15	\$108,642.15
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$111,541.10	\$111,541.10

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,923.75	\$230,923.75
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$297,789.14	\$392,599.71
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,098.99	\$206,098.99
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,200.00	\$2,200.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-3
CDS Code:	19-10199-0115030
LEA Contact Information:	Name: Zekeriya Ocel Position: Principal Email: zocel@magnoliapublicschools.org Phone: (310) 637-3806
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,547,029
LCFF Supplemental & Concentration Grants	\$778,564
All Other State Funds	\$829,312
All Local Funds	\$20,000
All federal funds	\$1,249,755
Total Projected Revenue	\$6,646,096

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,614,417
Total Budgeted Expenditures in the LCAP	\$6,614,417
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,251,827
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$520,880
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$469,428

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,473,263
2020-21 Difference in Budgeted and Actual Expenditures	\$-51,452

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	As explained in the LCP analysis, the differences were due to savings by using online instructional materials and internal resources for PD. The planned actions and services were fully provided to high needs students.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

CDS Code: 19-10199-0115030

School Year: 2021-22

LEA contact information:

Zekeriya Ocel

Principal

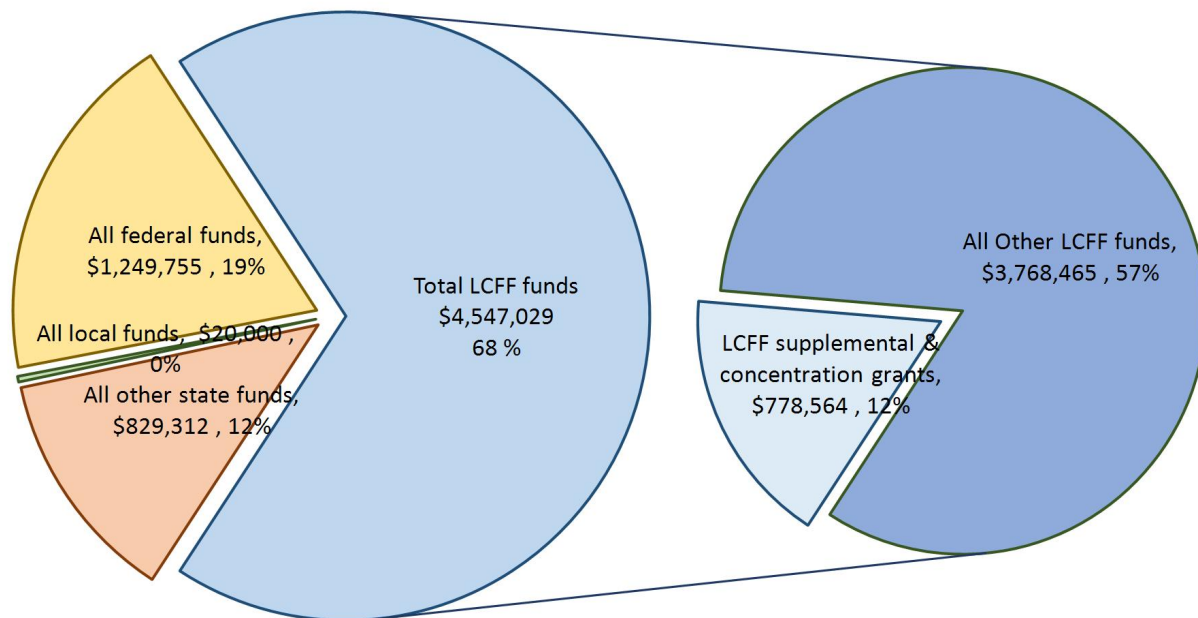
zocel@magnoliapublicschools.org

(310) 637-3806

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



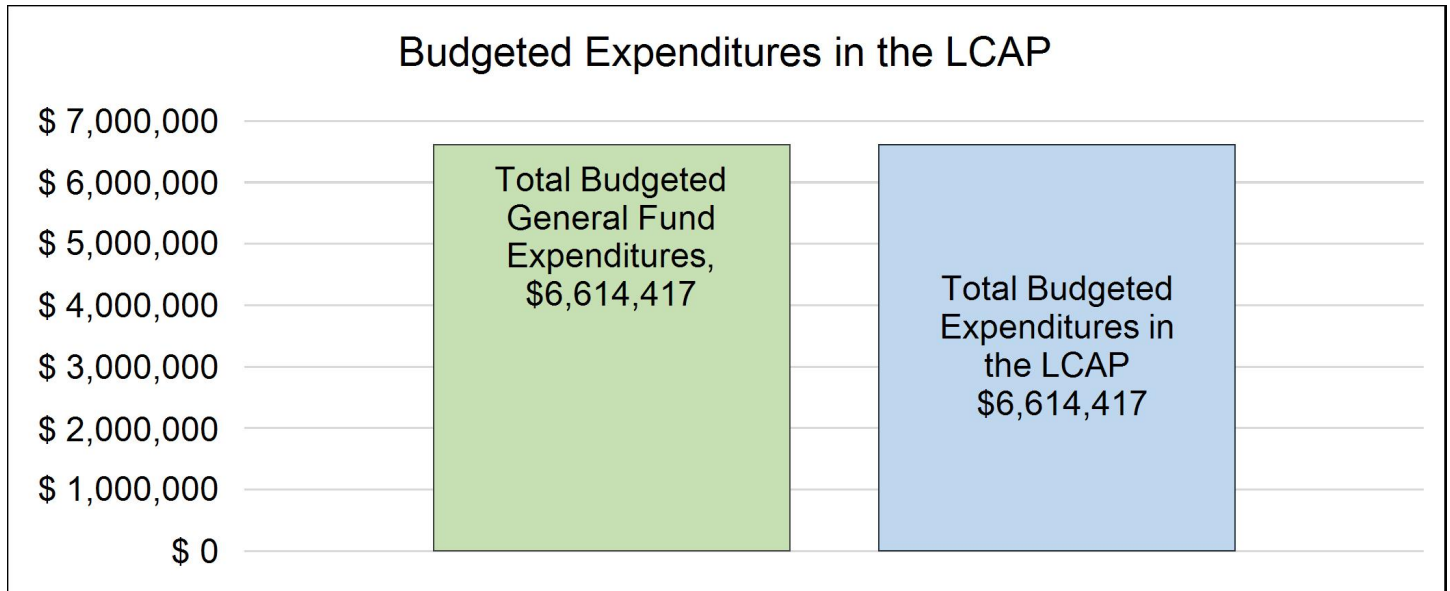
This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-3 is \$6,646,096, of which \$4,547,029 is Local Control Funding Formula (LCFF), \$829,312 is other state funds, \$20,000 is local funds, and \$1,249,755 is

federal funds. Of the \$4,547,029 in LCFF Funds, \$778,564 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-3 plans to spend \$6,614,417 for the 2021-22 school year. Of that amount, \$6,614,417 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

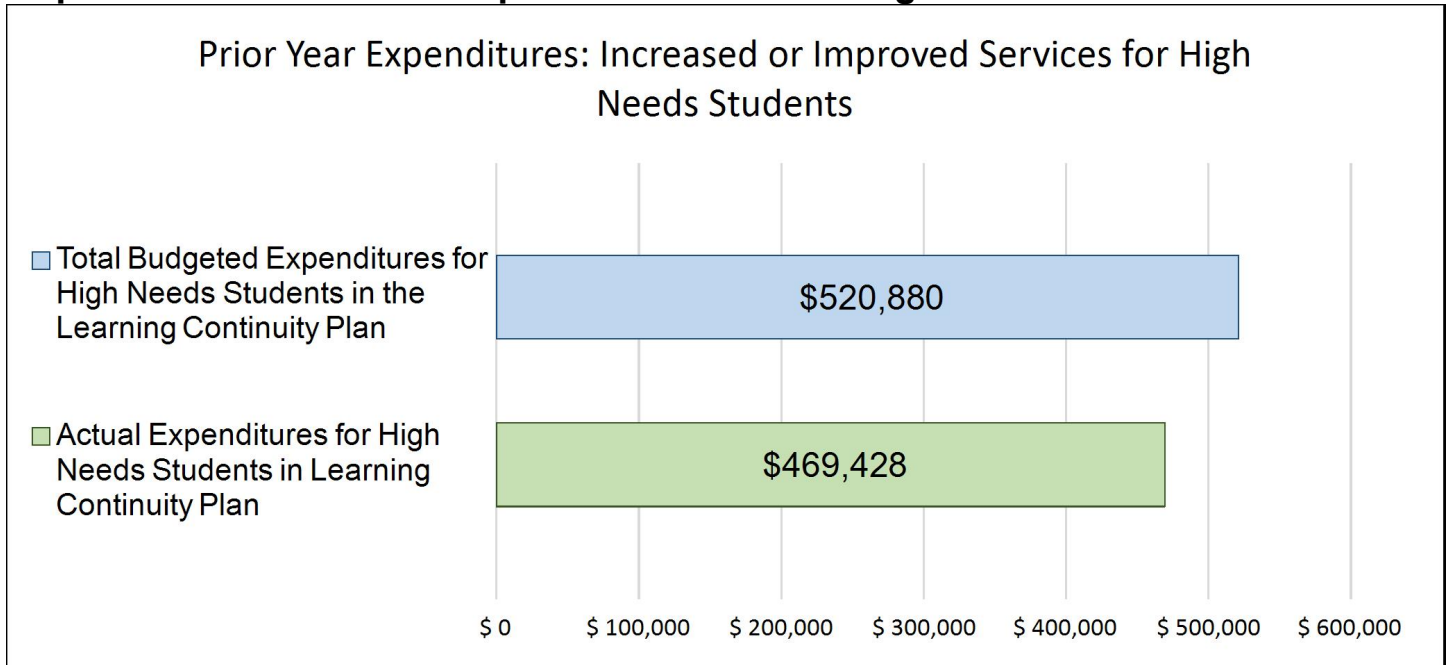
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-3 is projecting it will receive \$778,564 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend \$2,251,827 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-3 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-3's Learning Continuity Plan budgeted \$520,880 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent \$469,428 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by using online instructional materials and internal resources for PD. The planned actions and services were fully provided to high needs students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20</p>	<p>2019-20: 100%</p>

Expected	Actual
<p>90%</p> <p>Baseline 90%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected): All Students: 3 percentage points up from the prior year 5 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year African American: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 43% English Learners: Less than 1% Socioeconomically Disadvantaged: 40% Students with Disabilities: 11% African American: 41.16% Hispanic: 42.22%</p>	<p>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%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year</p>	<p>2019-20: 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</p>

Expected	Actual
<p>English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 28.9 points below standard English Learners: 37.5 points below standard Socioeconomically Disadvantaged: 28.7 points below standard Students with Disabilities: 85.8 points below standard African American: 30.9 points below standard Hispanic: 30.9 points below standard</p>	<p>Hispanic: 34.1 points below standard</p>
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP Reading assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 46% English Learners: 33%</p>	<p>2018-19: All Students: 50.6% English Learners: * Socioeconomically Disadvantaged: 50.8% Students with Disabilities: 46.7% African American: 48.3% Hispanic: 52.7%</p>

Expected	Actual
<p>Socioeconomically Disadvantaged: 46% Students with Disabilities: 36% African American: 41% Hispanic: 45%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 27% African American: 17% Hispanic: 26%</p>	<p>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%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year</p>	<p>2018-19: All Students: 89.6 points below standard English Learners: 129.5 points below standards Socioeconomically Disadvantaged: 87.1 points below standard Students with Disabilities: 184.4 points below standard Homeless: 86.0 points below standard</p>

Expected	Actual
<p>English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 72.7 points below standard English Learners: 88 points below standard Socioeconomically Disadvantaged: 71.8 points below standard Students with Disabilities: 128.9 points below standard African American: 79.5 points below standard Hispanic: 30.9 points below standard</p>	<p>African American: 99.8 points below standard Hispanic: 81.0 points below standard</p>
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 38% English Learners: 47%</p>	<p>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%</p>

Expected	Actual
Socioeconomically Disadvantaged: 38% Students with Disabilities: 29% African American: 32% Hispanic: 44%	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC 19-20 2 percentage points up from the prior year Baseline 71%	2018-19: 60.9%
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually 19-20 1 percentage point up from the prior year Baseline 22%	2019-20: 11.1%
Metric/Indicator Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives 19-20 1 percentage point up from the prior year Baseline 68%	2019-2020: 76%
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2019-2020: 22%

Expected	Actual
<p>19-20 2 percentage points up from the prior year</p> <p>Baseline 19%</p>	
<p>Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 40%</p>	<p>2019: 32%</p>
<p>Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 100%</p>	<p>2019-2020: 89%</p>
<p>Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test</p> <p>19-20</p>	<p>2019-2020: 14%</p>

Expected	Actual
2 percentage points up from the prior year Baseline 8%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 3,000</p> <p>Teaching PD 5000-5999: Services And Other Operating Expenditures Title II 4,000</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base</p> <p>Teaching PD 5000-5999: Services And Other Operating Expenditures Title II 1000</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Books 4000-4999: Books And Supplies LCFF Base 30,000</p> <p>Instructional materials 4000-4999: Books And Supplies Other 21,000</p>	<p>Books 4000-4999: Books And Supplies LCFF Base 55,000</p> <p>Instructional materials 4000-4999: Books And Supplies Other 60000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Janitorial services 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000</p>	<p>Janitorial services 5000-5999: Services And Other Operating Expenditures LCFF Base 200</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: MSA 3</p>		
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 30,875</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,855</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: MSA 3</p>	<p>EL Coordinator 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 65,318</p> <p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16,330</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I 2,000</p>	<p>EL Coordinator 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 0</p> <p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I 1,150</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School teachers will provide instruction using 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.</p> <p>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.</p>	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Intervention Instructional teacher 1000-1999: Certificated Personnel Salaries Title I 74,000</p> <p>Intervention Instructional aide 2000-2999: Classified Personnel Salaries Title I 30,329</p> <p>intervention aide 2000-2999: Classified Personnel Salaries LCFF Base 12,664</p> <p>Benefits 3000-3999: Employee Benefits Title I 29,248</p>	<p>Intervention Instructional teacher 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Intervention Instructional aide 2000-2999: Classified Personnel Salaries Title I 57,324</p> <p>intervention aide 2000-2999: Classified Personnel Salaries Title I 0</p> <p>Benefits for intervention aide 3000-3999: Employee Benefits Title I 17,197</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>coaches, tutors & academic enrichment & athletics program coordinator 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 50,000</p>	<p>coaches, tutors & academic enrichment & athletics program coordinator 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 27,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>instructional materials 4000-4999: Books And Supplies After School Education and Safety (ASES) 10,000</p> <p>student materials/ office supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,000</p> <p>field trips 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 25,000</p> <p>facilities 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 20,000</p>	<p>instructional materials 4000-4999: Books And Supplies After School Education and Safety (ASES) 3,800</p> <p>student materials/ office supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>field trips 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 0</p> <p>facilities 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 0</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>one dean of academics 1000-1999: Certificated Personnel Salaries LCFF Base 82,608</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 20,652</p> <p>Illuminate SIS & DNA 5000-5999: Services And Other Operating Expenditures LCFF Base 7,919</p> <p>MAP-NWEA testing fees 5000-5999: Services And Other Operating Expenditures Title I 5,375</p>	<p>one dean of academics 1000-1999: Certificated Personnel Salaries LCFF Base 82,608</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 20,652</p> <p>Illuminate SIS & DNA 5000-5999: Services And Other Operating Expenditures LCFF Base 5,677</p> <p>MAP-NWEA testing fees 5000-5999: Services And Other Operating Expenditures Title I 5,537</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base 12,000</p> <p>AP course materials 3000-3999: Employee Benefits LCFF Base</p>	<p>AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base 12,000</p> <p>AP course materials 4000-4999: Books And Supplies LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: MSA 3</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,750</p> <p>College preparation materials 4000-4999: Books And Supplies LCFF Base 7,000</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 3,737</p> <p>College preparation materials 4000-4999: Books And Supplies LCFF Base 12,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: \$3000 Actual : \$0. We did not have any teacher to enroll to EL Authorization courses.

Goal 1: Action 1 :Planned : \$4000 Actual: \$0. We handled PD internally and due to Covid we could not continue with our PD plan.

Goal 1: Action 2: Planned: \$51,000 Actual: \$88,000 We had to buy additional textbooks and instructional materials, including 8th grade new Inspire science textbooks.

Goal 1: Action 3: Planned: \$5,000 Actual:\$200 We were planning to hire a janitor, but LAUSD is providing janitorial services within the Prop 39 agreement.

Goal 1: Action 4: Planned: \$30,000 Actual:\$12,000 Teachers PD. Due to COVID-19 situation, we could not spend as planned, but we still provided free online PD sessions.

Goal 1: Action 5: Planned: \$65,318 Actual: \$0 We were planning to hire a separate EL coordinator, but we ended up using our current teachers to cover EL coordinator duties

Goal 1: Action 6: Planned: \$3,000 Actual:\$0 PD on ELD strategies - MSA-3 provided this PD internally via MPS Home Office staff.

Goal 1: Action 7: Planned: \$74,000 Actual: \$0 We were planning to hire intervention teachers. Instead of an intervention teacher we used instructional aides to provide intervention services.

Goal 1: Action 8: Planned: \$20,000 Actual: \$0 Due to COVID-19 we canceled some of the activities and field trips we had planned. This is also a duplicate item; field trip expenses are covered in Goal 2: Action 1.

Goal 1: Action 8: Facilities: \$25,000 budgeted, and \$0 spent.

Goal 1: Action 12: Planned: \$7,000 Actual: \$12,000 We needed more college preparatory materials.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As a result of the Covid-19 physical closure of MSA3 during March of 2020, MSA3 was unable to implement the previously scheduled assessments which included the NWEA MAP Spring assessment for all students, as well as the CAASPP in ELA and math. As such, we were unable to assess the ultimate annual academic growth which we typically are able to gather to reassess our academic programs and interventions during typical school years. Nonetheless, we did implement the NWEA MAP during the fall 2019 semester as a benchmark of data in ELA and math which can still be used to compare our growth from previous academic years. Further, during Covid-19, our EL testing coordinator was unable to administer the ELPAC assessment to demonstrate the actual level of growth in the acquisition of English for our English Learner student population which we typically are able to evaluate when measuring our success in meeting our goals. As such, our RFEP rates during this school year were not an accurate measurement of the work and efforts which MSA3 teachers and EL support staff implemented throughout the year. Despite students being on distance learning, additional support continued to be provided by teachers during after school tutoring, and office hours which were provided on a regular basis via Zoom to all students during Covid-19 physical closures to our campus.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 3%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p>19-20 5%</p> <p>Baseline 5%</p>	
<p>Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 80%</p> <p>Baseline 80%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,704,808</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 426,202</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,654,750.43</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 426,202</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations 20,000</p>	<p>Online Courses 5000-5999: Services And Other Operating Expenditures LCFF Base 4,500</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 8,484</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Principal 1000-1999: Certificated Personnel Salaries LCFF Base 105,720</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 26,430</p>	<p>1 Principal 1000-1999: Certificated Personnel Salaries LCFF Base 105,720</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 36,430</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Duplicated expense, included in Goal 2 Action 1 LCFF Base 0</p>	<p>Duplicated expense, included in Goal 2 Action 1 LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries LCFF Base 77,498</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 23,250</p> <p>Computer/Technology teacher salary and benefits [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base 71,152</p> <p>chromebooks 6000-6999: Capital Outlay Title IV 11,617</p> <p>Computers 4000-4999: Books And Supplies LCFF Base 7,400</p> <p>Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 24,300</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries LCFF Base 77,498</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 28,250</p> <p>Computer/Technology teacher salary and benefits [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base 91,440</p> <p>chromebooks 6000-6999: Capital Outlay Title IV 5,363</p> <p>Computers 4000-4999: Books And Supplies LCFF Base 2,939</p> <p>Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 24,300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Science & college pathways materials 4000-4999: Books And Supplies LCFF Base 5,000</p> <p>field trips 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000</p>	<p>Science & college pathways materials [Duplicate item, Goal 1, Action 2] 4000-4999: Books And Supplies LCFF Base 0</p> <p>field trips(Duplicate expense, Goal 2, Action 1) 5000-5999: Services And Other Operating Expenditures LCFF Base 8,484</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1: Online Courses: Planned: \$10,000 Actual: \$4,500: We had fewer students who needed credit recovery than expected.

Goal 2: Action 4: Planned: \$11,617 Actual: \$5,367 We did not need as many Chromebooks as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA3 takes steps to offer classes, electives, programs, and services which are specified within our charter petition. The particular details as to which offerings are made available to students within each school year is correlated with the interest which is shared by pupils. The overall course offerings at MSA3 each academic year are specifically created with the purpose of servicing the needs of each pupil at our school. We compile recommendations for courses from students during meetings with our Dean of Academics, and College Counselor. This information is incorporated into the planning phases for selecting courses.

Additionally, MSA3 works to ensure that our 12th grade students will graduate with their A-G requirements being fulfilled so they are eligible to be accepted into the UC and CSU systems. Throughout their four years in high school, our students all receive a balanced schedule of course offerings across all areas, including the additionally rigorous opportunity to enroll in courses.

Many of the academic competitions which our students had the opportunity to participate in during their end of this year were not possible during distance learning. Our 12th and 8th grade students were able to compete in their graduation and culmination ceremonies virtually to celebrate the students' accomplishments.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 1</p>
<p>Metric/Indicator Number of ELAC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 1</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>

Expected	Actual
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 25</p> <p>Baseline 5</p>	<p>2019-20: 5</p>
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been homevisited by the teachers per year</p> <p>19-20 20%</p> <p>Baseline 20%</p>	<p>2019-20: 16.1%</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 97%</p> <p>Baseline</p>	<p>2019-20: 95.3%</p>

Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate 19-20 10% Baseline 10%	2019-20: 9.9%
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator High school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator Four-year cohort graduation rate 19-20 100% Baseline 98%	2019-20: 95.8%
Metric/Indicator Student suspension rate 19-20 0%	2019-20: 1.3%

Expected	Actual
<p>Baseline 0%</p>	
<p>Metric/Indicator Student expulsion rate</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>2019-20: 0.19%</p>
<p>Metric/Indicator School experience survey participation rates</p> <p>19-20 Students: 85% Families: 85% Staff: 85%</p> <p>Baseline Students: 76% Families: 48.3% Staff: 90.2%</p>	<p>2019-20: Students: 93.7% Families: 61.9% Staff: 97.8%</p>
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: 60% Families: 90% Staff: 70%</p> <p>Baseline Students: 57% Families: 87% Staff: 64%</p>	<p>2019-20: Students: 54% Families: 84% Staff: 65%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Parent meeting expenses 4000-4999: Books And Supplies Title I 3,000</p>	<p>Parent meeting expenses 4000-4999: Books And Supplies Title I 0</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 2,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Illuminate SIS & DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 6,500</p>	<p>Illuminate SIS & DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	Home visit compensation [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I 23,166	Home visit compensation [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I 8,800
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	MFT Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 57,324	MFT Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 57,324

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,197</p> <p>Edge Coaching 5000-5999: Services And Other Operating Expenditures Title I</p>	<p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,197</p> <p>Edge Coaching 5000-5999: Services And Other Operating Expenditures Title I</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Office Clerk salaries 2000-2999: Classified Personnel Salaries LCFF Base 96,812</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 29,044</p> <p>Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,500</p>	<p>Office Clerk salaries 2000-2999: Classified Personnel Salaries LCFF Base 125,402</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 29,044</p> <p>Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,520</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>College counselor salary and benefits 1000-3000: Salary and Benefits LCFF Base 75,600</p> <p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000</p>	<p>College counselor salary and benefits 1000-3000: Salary and Benefits LCFF Base 75,600</p> <p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Base 85,000</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 22,000</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Base 82,608</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 20,652</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 1,582</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 1,644</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action 1 & 2: Actual: \$5,000 Planned: \$0. We had to cancel our school based parent activities due to Covid-19.
Goal 3: Action 4: Home visit compensation decrease: Due to Covid-19, we could not complete our Homevisits.
Goal 3: Action 5: Edge Coaching. We did not have this service. We got this service covered with our MFT counselor.
Goal 3: Action 6: Planned: \$96,812 Actual: \$125,402 Office Clerk Salaries: We needed additional person for the front office tasks.
Goal 3: Action 9: PBIS spending decrease: MSA-3 handled the PBIS PD internally.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA3 conducted important meetings with parents, staff, and students which included the Coffee with admin weekly meetings throughout the duration of the academic year, including via Zoom through distance learning during Covid-19. Our parents were kept up to speed regarding their academic progress, attendance and behavior of their children by means of our Illuminate SIS, in addition to our utilization of ParentSquare as a manner to maintain open communication with parents. Academic progress report grades were distributed and printed as well as mailed to student homes each quarter, as well as end of semester official grades. During distance learning, parents were able to receive their students grades via ParentSquare private messages as well. The school continued to hold meetings with parents virtually via Zoom during the last few months of the school year once Covid-19 required the physical campus to close down.

During the first three quarters of the year, the school conducted home visits with teachers and school administrators to support students and their families. Once Covid-19 caused the school to close down, our school administration continued to conduct home visits to provide students with technology and to provide support for students' mental health needs.

Throughout this academic year, ADA was our challenge. MSA3 worked on improving ADA, including during distance learning as a result of reassigning our support members to oversee student attendance reconciliation . This support helped families have an even smaller ratio of staff member to serve their child's needs, and to provide information to the school regarding any issues which were shared by the parents during this time. MSA3 maintained a low expulsion rate of 0%, as well as a suspension rate of below 0.5% during this time as well as a result of our PBIS

approach to incorporating positive interventions to help redirect student misbehavior. MSA2 has continued to receive training from LACOE with its PBIS program in order to support the school's effort to improve in this area.

MSA3 incorporated our annual stakeholder surveys in order to discover areas of strength which are shared by various stakeholder groups, as well as areas which we can target to improve.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurse Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	\$44,000	44,000	No
Hiring of psychologist to effectively support Students with IEPs.	\$75,000	75,000	Yes
Hiring of additional EL Coordinator to support learning loss for EL student population	\$5,000	5,000	Yes
Substitute coverage by MSA-3 core teachers	\$11,200	11,200	Yes
Hiring of Title-1 Coordinator (Math) to address the needs of underperforming groups (African American, EL). Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	\$52,000	52,000	Yes
Learning Platforms to Enhance Learning (BrainPop, NWEA MAP, Aleks, Nearpod, Odysseyware etc.)	\$48,200	34,673	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Wed did not have substantive differences between total budget vs estimated.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the 2020-21 academic year, MSA3 incorporated the addition of a CNA (Certified Nurse's Assistant) who works for 6 hours each week day on campus to conduct health screenings as well to take temperatures of all individuals prior to entering campus. This additional service provides a significant support to the school during this time, since the presence of a trained individual provides more support and confidence in the safety and wellbeing of the campus. This has led to increased percentages of families opting to have their children participate in hybrid learning at MSA3 during the Spring semester.

In addition to adding a CNA this year, MSA3 has taken numerous steps to keep the school safe and clean during this academic year.

During distance learning, MSA3 has continued to monitor the academic performance of our students by means of utilizing the NWEA MAP assessments which are administered twice annually for all students.

EL students continue to receive interventions via Zoom, including with their counseling sessions which take place virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	\$101,700	101,700	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	\$42,693	8,746	Yes
Staff PD related to distance learning and technology integrated instruction	\$18,083	10,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The only major difference is the online books. MSA-3 did not need much online books as most of the books have already been digital using McGraw Hill or Study Sync materials.

We have used our internal sources to provide PD to our teachers using MPS Home office staff.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

MSA-3 has provided every student who needed a chromebook and hotspot device. This provided students to have access to all curriculum. We have provided PD's via Magnolia Home Office services. In addition, our lead teachers were able to support the staff who needed training on Google Classroom, use of technology.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$115,304	122,745.79	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$20,000	16,663	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	\$20,000	20,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There is not much substantive change with the budgeted and allocated expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We had a great support program with our after school program, and Saturday school. MSA-3 offered summer school to all students as an opportunity. We opened middle school Math, English and High school credit recovery programs. Saturday school helped our Tier 2 and Tier 3 students catch up with their work. This support continued every week except major Holiday long weekends.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

MSA-3 had an MFT counselor to help students with their social emotional well-being. In addition, our counselor had virtual homevisits to check in with students who were having social-emotional issues. Students received weekly Social-Emotional Learning support during Advisory and SSR classes which were led by the the Dean of Students, the Director of Student Services, and the PBIS Coach, where students were provided with videos which taught weekly SEL themes from the Zones of Regulation curriculum. Suicide risk assessments were continued to be conducted during distance learning by our school psychologist and Dean of Students in order to provide additional mental health support to students in crisis as well. Our full time psychologist continued to provide counseling support sessions to students in need as well as to students with IEP virtually via Zoom, as well as in person. Our school conducted a SEL student survey in the winter which compiled data related to students in need, and the Dean of Students collaborated with the principal and school psychologist to provide interventions to support the students in greatest need. Our PBIS committee holds monthly meetings where they plan the monthly activities.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our school reassigned our support staff where they are responsible to oversee the students for attendance. This support has been provided to the school during distance learning as a manner to increase student engagement in learning, as these staff members make daily phone calls to families of students who are absent from classes. This communication provides us with the connection with families who often share addition challenges which are taking place with students. In addition, we continue to hold monthly Zoom with the Principal meetings to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continue to hold ELAC, SSC meetings during distance learning where priorities are discussed and voted upon for approval and support by members from various stakeholder groups.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We continue to provide free meals to all students on our campus during distance learning on Wednesdays throughout the academic year from 2p-4p. In addition, food is provided to students during in-person learning days during hybrid learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Participation in PD to support SEL and development, including LACOE's PBIS Program 2020-21	\$5,000	4,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700	700	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$6,000	6,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There is not substantive difference between budgeted funds vs actual expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA3, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing Chromebooks for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and extra teaching devices like cameras and accessing our online curriculum with fidelity. Our Hybrid Learning model started in April, 2021, with all grade levels from 6 -12 grade coming to school on Mondays and Tuesdays with the rest of the days are Distance Learning or Wednesday async work.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we at MSA3 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during Saturday School, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency are expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA3, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and accessing our online curriculum with fidelity. To support the learning loss of students, we at MSA3 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the amount of hours, days, and teachers provided during Saturday Schools, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,547,025.00	3,295,033.43
After School Education and Safety (ASES)	105,000.00	30,800.00
Donations	20,000.00	0.00
LCFF Base	3,051,121.00	3,033,341.43
LCFF Supplemental and Concentration	167,169.00	74,521.00
Other	21,000.00	60,000.00
Title I	167,118.00	90,008.00
Title II	4,000.00	1,000.00
Title IV	11,617.00	5,363.00
	11,617.00	5,363.00
	11,617.00	5,363.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,547,025.00	3,295,033.43
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,171,460.00	2,113,450.43
1000-3000: Salary and Benefits	235,236.00	84,400.00
2000-2999: Classified Personnel Salaries	217,303.00	260,224.00
3000-3999: Employee Benefits	610,353.00	595,624.00
4000-4999: Books And Supplies	95,400.00	134,889.00
5000-5999: Services And Other Operating Expenditures	205,656.00	101,083.00
6000-6999: Capital Outlay	11,617.00	5,363.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,547,025.00	3,295,033.43
	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	50,000.00	27,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	1,990,136.00	2,029,126.43
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	57,324.00	57,324.00
1000-1999: Certificated Personnel Salaries	Title I	74,000.00	0.00
1000-3000: Salary and Benefits	LCFF Base	146,752.00	75,600.00
1000-3000: Salary and Benefits	LCFF Supplemental and Concentration	65,318.00	0.00
1000-3000: Salary and Benefits	Title I	23,166.00	8,800.00
2000-2999: Classified Personnel Salaries	LCFF Base	186,974.00	202,900.00
2000-2999: Classified Personnel Salaries	Title I	30,329.00	57,324.00
3000-3999: Employee Benefits	LCFF Base	547,578.00	561,230.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	33,527.00	17,197.00
3000-3999: Employee Benefits	Title I	29,248.00	17,197.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	10,000.00	3,800.00
4000-4999: Books And Supplies	LCFF Base	51,400.00	69,939.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	8,000.00	0.00
4000-4999: Books And Supplies	Other	21,000.00	60,000.00
4000-4999: Books And Supplies	Title I	5,000.00	1,150.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	45,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Donations	20,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	128,281.00	94,546.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	3,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	5,375.00	5,537.00
5000-5999: Services And Other Operating Expenditures	Title II	4,000.00	1,000.00
6000-6999: Capital Outlay	Title IV	11,617.00	5,363.00
		11,617.00	5,363.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
		11,617.00	5,363.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	591,923.00	389,882.00
Goal 2	2,518,377.00	2,474,360.43
Goal 3	436,725.00	430,791.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$235,400.00	\$221,873.00
Distance Learning Program	\$162,476.00	\$120,946.00
Pupil Learning Loss	\$155,304.00	\$159,408.79
Additional Actions and Plan Requirements	\$11,700.00	\$11,200.00
All Expenditures in Learning Continuity and Attendance Plan	\$564,880.00	\$513,427.79

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$44,000.00	\$44,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$44,000.00	\$44,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$191,400.00	\$177,873.00
Distance Learning Program	\$162,476.00	\$120,946.00
Pupil Learning Loss	\$155,304.00	\$159,408.79
Additional Actions and Plan Requirements	\$11,700.00	\$11,200.00
All Expenditures in Learning Continuity and Attendance Plan	\$520,880.00	\$469,427.79

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy -3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle in Carson, California, under proposition 39. Currently MSA-3 is serving 420 students from grades 6 through 12 and celebrates its nearly 100% high school graduation rates. Almost 70% of MSA-3 students qualify for a free and reduced lunch program.

Our students & parents come from a variety of locations: 45% are from the Carson, LA, Gardena area (LAUSD). This year 32% are from Compton area.

MSA-3 revolves around its STEAM and college-readiness environment built into our mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: science explorers, computer science, programming, digital arts, music, creative writing, athletic training and advanced math to name a few.

Each class integrates the use of chromebooks in the curriculum, through Google Classrooms as well as McGraw Hill online platforms such as Studysync. All curriculum is aligned to Common Core State Standards to ensure students are practicing skills in preparation for end-of-the-year Smarter Balanced Assessment Consortium (SBAC) exams. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

College/Career Readiness:

- 95% Graduation rate for the class of 2021, 98% of seniors filled out FAFSA for college financial aid, MSA-3 has College readiness course for seniors to plan career, college and future plans.
- Internal IAB (interim assessment blocks) and Spring MAP(NWEA) data shows growth compared to Fall NWEA MAP assessment.
- 82% of graduating class are meeting the A-G requirements. 38% of the seniors are graduating with Honors and 20% of seniors with an Advanced Diploma.

6% of all students are taking advanced Math classes.

MSA-3 partnered with LAVC (Los Angeles Valley College) for students to take college classes. 24 students are currently taking Psychology 101.

Academic Intervention:

- Power Math and Power English are offered, Saturday School, Virtual home visits are scheduled for lowest performing and mid-range students.

English curriculum includes StudySync and Illuminate standards based practice exams.

- In Math, Aleks is used to help allow students to build content skills.
- MyON to help students reading levels through dedicated SSR (Silent Sustained Reading).

All student Lexile improvement: 69 pts, Students w/IEP: 67 pts and EL students: 41 pts

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Orange in Academics: English SBAC is 36%, which is a 6% decrease from prior year. 17% met or exceeded the Math standards which is 3% lower compared to prior year. English and Math SBAC prep, Interim assessments happen regularly to check the progress.

We have 50% Hispanic and 47% African Americans. Culture sensitivity and relevance training is needed for all staff. Students must be supported emotionally in order to impact their efforts academically. Need to increase the amount of African American students enrolled in AP courses. Our female students are outperforming their male counterparts in English and Math. Students w/IEP, and African American and EL students have a performance gap in Math and EL learners in English based on the latest SBAC data available (2019)

Student approval rate went up 13 pts (54% to 67%) even amidst distance learning difficulties because high expectations were maintained and students were involved in brainstorming of online activities. Staff members checked in with students frequently regarding social-emotional needs and emphasized the importance of students' mental health especially during the pandemic.

For students, the lowest rated topic was for the question "I feel close to people at the school." It can be inferred that this may be due to Distance Learning and students' inability to interact in person with their peers and teachers. In order to raise this area of student connection, the PBIS team will hold a Welcome Back Assembly to establish a positive school culture from the beginning. The team is also working more closely with ASB to allow students to more actively lead school activities based on their peer requests & preferences. This percentage may also be due to the lack of clubs and sports being offered in Distance Learning. As a next step, clubs as well as sports teams will be a greater focus of school culture in order for students to participate and feel greater pride & identity in the extra-curricular activities they are involved in. 37% of students responded that they do see disrespectful situations at school. In order to address this, assemblies will be held that focus on different PBIS topics, including respect. With this topic, school-wide strategies of how to resolve conflicts positively can be provided to be emphasized across campus by all.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- The need to continue our improvements in designated/integrated English Learner services and focusing our effort on the lowest performing sub-groups.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems
- The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close

performance gaps among student groups.

- MSA 3 has seen an increase of overall satisfaction for Students, Families, & Staff. The goal is to allow opportunities for stakeholders to communicate with admin face to face, resolve issues as quickly as possible, and ensuring clear expectations/protocols.
- Overall satisfaction rates increased across all stakeholders; there are significant percentage increases averaging about 22%.
- Structured intervention programs were put in place with a new Title I Coach to identify targeted afternoon and Saturday interventions.
- PBIS team coordinates monthly assemblies to recognize students for academic and attendance successes. Rewards are teacher-nominated.
- Hiring process is based on a team decision to ensure high-quality, highly skilled, team focused educators.

- MSA-3 admin had consistent parent meetings (Coffee/ 'Zoom" with the Admin) to inform families about distance learning and academic expectation, student outcome and data points.
- Admin and teachers held frequent virtual home visits to not only inform parents about student grades, but to agree on action plan goals for improvement. Open communication is highly encouraged and parents do not have to wait until scheduled Parent-Teacher conference times.
- Daily attendance calls helped parents stay current on why a student has not attended the class. Problems resolved if it was a technical issue. Parents were contacted if the students needed chromebooks or hotspot devices. This helped all families to have access to instruction.
- Google form staff surveys were given quarterly to gauge internal staff satisfaction and to identify top teacher needs to address in staff meetings.
- Each week, teachers receive relevant professional development which helps them support their students better.
- Distributed Leadership increased the ownership and autonomy of our admin team.

The following areas need attention:

- Facility improvements (especially bathrooms)
- Addressing teacher and staff attitude concerns
- Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders
- Follow up and more support for Special Education students

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, virtual 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 annual LCAP.

MSA-3 experiences strong and consistent parent participation. All admin actively seek to respond to parent concerns and resolve issues directly at the site level.

MSA-3 held School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, and staff meetings being held regularly. Parents on our SSC and ELAC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP.

In addition, the Charter School conducts regular surveys for parents, students, and staff to obtain critical feedback from stakeholders. These surveys are given regularly twice a year and contain in-depth categories of questioning to yield input on important school elements such as instruction, safety, climate, and more. Staff also conduct home visits as a way of deepening engagement, understanding, and support for families and students. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four Zoom with Admin meetings, two SSC meetings, two ELAC meetings, , weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 43 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Students: Adding more elective & club options (i.e., Business, Finance Literacy classes)

Families: Improving school communication with all parents

Both students and families mentioned increasing sports options.

Staff: Maintaining high academic and behavior standards for all students

SELPA feedback: Follow up and more support for Special Education students
Improved collaboration between gen ed teachers and special education team including co-teaching model.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- MSA-3 admin will follow up with maintenance for facility improvements (especially bathrooms) Addressing teacher and staff attitude concerns.
- The dean of students will work on Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders.
- The dean of Academics will work with Resource teachers to ensure the support and services are closely monitored for Special Education students.
- The dean of students will work on Adding more elective & club options (ie. Business, Finance Literacy classes).
- The principal will work on Improving school communication with all parents.
- MSA-3 admin team will check on options to increase sports opportunities.
- MSA-3 admin will work with students who are falling behind to keep maintaining high academic and behavior standards for all students.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 83.0%				2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.5%				2023-24: 96.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	MSA-3 and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$27,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall,</p>	\$416,376.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: n/a</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by LAUSD custodial staff under Prop-39. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$438,484.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,000.00	No Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$958,005.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 85%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 79%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 74%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 67.3				2023-24: 70.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 35.67% English Learners: 5.88% Socioeconomically Disadvantaged: 39.75% Students with Disabilities: ?% African American: 31.65% Hispanic: 39.74% 				2022-23: <ul style="list-style-type: none"> All Students: 39.00% English Learners: 12.00% Socioeconomically Disadvantaged: 42.00% Students with Disabilities: 12.00% African American: 37.0% Hispanic: 42.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 40.6 points below standard 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 34.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> English Learners: 76.0 points below standard Socioeconomically Disadvantaged: 30.0 points below standard Students with Disabilities: 100.0 points below standard Homeless: 24.0 points below standard African American: 40.0 points below standard Hispanic: 27.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2020-21: <ul style="list-style-type: none"> All Students: 50.2% English Learners: 60.0% 				2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 49.1% Students with Disabilities: 59.4% African American: 50.0% Hispanic: 50.9% 				<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% African American: 60.0% Hispanic: 60.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 17.37% English Learners: 0.00% Socioeconomically Disadvantaged: 18.89% Students with Disabilities: 0.00% African American: 12.03% Hispanic: 21.16% 				2022-23: <ul style="list-style-type: none"> All Students: 25.00% English Learners: 15.00% Socioeconomically Disadvantaged: 25.00% Students with Disabilities: 15.00% African American: 18.00% Hispanic: 25.00%
Distance from Standard (DFS) on the CASSPP-	2018-19: (2019 Dashboard)				2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<ul style="list-style-type: none"> • 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 				<ul style="list-style-type: none"> • All Students: 81.0 points below standard • English Learners: 110.0 points below standard • Socioeconomically Disadvantaged: 79.0 points below standard • Students with Disabilities: 125.0 points below standard • Homeless: 79.0 points below standard • African American: 90.0 points below standard • Hispanic: 73.0 points below standard
Percentage of students meeting their	2020-21:				2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> All Students: 49.5% English Learners: 50.0% Socioeconomically Disadvantaged: 48.0% Students with Disabilities: 33.3% African American: 43.8% Hispanic: 53.3% 				<ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% African American: 60.0% Hispanic: 60.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 60.9%				2022-23: (2023 Dashboard) 62.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0%				2023-24: 10.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 10.05% Socioeconomically Disadvantaged: 12.69% Students with Disabilities: 0.00% African American: 10.53% Hispanic: 8.25% 				2022-23: <ul style="list-style-type: none"> All Students: 16.00% Socioeconomically Disadvantaged: 16.00% Students with Disabilities: 10.00% African American: 16.0% Hispanic: 16.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	\$1,765,989.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$16,753 	\$63,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, Nearpod, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Title 1 Coordinator Salary and Benefits Resource: Title I, Part A; Amount: \$67,594 • Educational Software Resource: Title I, Part B; Amount: \$39,060. 	\$665,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend,</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$195,314.00	Yes
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to</p>	\$708,904.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 38.2%				2021-22: 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 50.98%				2021-22: 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 25.49%				2021-22: 35.0%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 35.7%				2022-23: 50.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 10.9%				2022-23: 40.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 15.6%				2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 96.2%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 13.6%				2023-24: 20.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 27.3%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 59.1%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%				Class of 2021: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 6%				2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 70%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Naviance Program Fee Resource: Title I, Part A; Amount: \$4,000 <p>AP Exam College Board Resource: Title IV Part A; Amount: \$11,935</p>	\$128,892.00	Yes
2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>related courses and activities, such as AP Computer Science Principles, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$91,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$96,055.00	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering,</p>	\$337,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	7				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 10.9%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.32%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 6.4%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.6%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 96.4%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 67% Families: 95% Staff: 85%				2023-24: Students: 70% Families: 95% Staff: 87%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 78%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited</p>	\$183,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to, the school’s EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$5,000 • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: \$6,770 <p>Parent Square, Resouce: Title1 Part B: Amount: \$2,100</p>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will</p>	\$509,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000 		
4	Annual stakeholder surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline,	\$1,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$15,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.66%	\$778,564

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education,

activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will

hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These

activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional

supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal

programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory

and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

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

services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared

for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,369,279.00	\$1,028,816.00		\$1,216,332.00	\$6,614,427.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,464,341.00	\$2,150,086.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$27,500.00				\$27,500.00
1	2	All	Instructional materials and technology	\$350,376.00	\$48,000.00		\$18,000.00	\$416,376.00
1	3	All	Clean and safe facilities that support learning	\$354,000.00			\$84,484.00	\$438,484.00
1	4	Low Income Low Income	Healthy and nutritious meals	\$12,000.00				\$12,000.00
1	5	All	Well-orchestrated Home Office support services	\$958,005.00				\$958,005.00
2	1	All	Broad course of study and standards-based curriculum	\$1,535,796.00	\$62,183.00		\$168,010.00	\$1,765,989.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$16,267.00	\$30,500.00		\$16,753.00	\$63,520.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$313,434.00	\$167,269.00		\$185,096.00	\$665,799.00
2	4	English Learners	Designated and integrated ELD programs	\$105,687.00			\$89,627.00	\$195,314.00
2	5	Students with Disabilities	Support for students with disabilities		\$598,100.00		\$110,804.00	\$708,904.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$112,957.00			\$15,935.00	\$128,892.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$91,185.00				\$91,185.00
3	4	Low Income	Physical education, activity, and fitness	\$96,055.00				\$96,055.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$120,051.00	\$122,764.00		\$94,206.00	\$337,021.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$109,503.00			\$74,125.00	\$183,628.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$149,863.00			\$359,292.00	\$509,155.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$1,600.00				\$1,600.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$15,000.00				\$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,143,602.00	\$2,299,169.00
LEA-wide Total:	\$1,143,602.00	\$2,299,169.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$12,000.00	\$12,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,267.00	\$63,520.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$313,434.00	\$665,799.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$105,687.00	\$195,314.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,957.00	\$128,892.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,185.00	\$91,185.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$96,055.00	\$96,055.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,051.00	\$337,021.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,503.00	\$183,628.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,863.00	\$509,155.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,600.00	\$1,600.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-4
CDS Code:	19-64733-0117622
LEA Contact Information:	Name: Musa Avsar Position: Principal Email: mavsar@magnoliapublicschools.org Phone: (310) 473-2464
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,429,447
LCFF Supplemental & Concentration Grants	\$319,154
All Other State Funds	\$192,182
All Local Funds	\$7,500
All federal funds	\$623,740
Total Projected Revenue	\$2,252,869

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,248,257
Total Budgeted Expenditures in the LCAP	\$2,248,257
Total Budgeted Expenditures for High Needs Students in the LCAP	\$785,169
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$147,909
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$127,250

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$466,015
2020-21 Difference in Budgeted and Actual Expenditures	\$-20,659

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	As explained in the LCP analysis, the differences were due to savings by using internal resources for PD and staff reassignments. The planned actions and services were fully provided to high needs students.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4

CDS Code: 19-64733-0117622

School Year: 2021-22

LEA contact information:

Musa Avsar

Principal

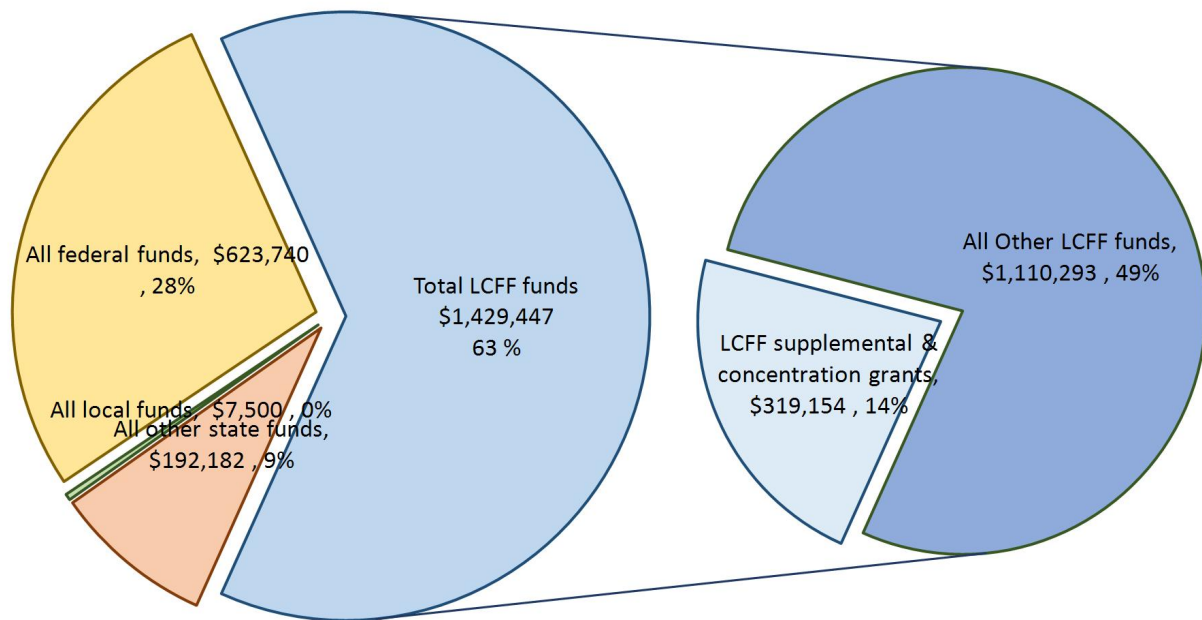
mavsar@magnoliapublicschools.org

(310) 473-2464

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



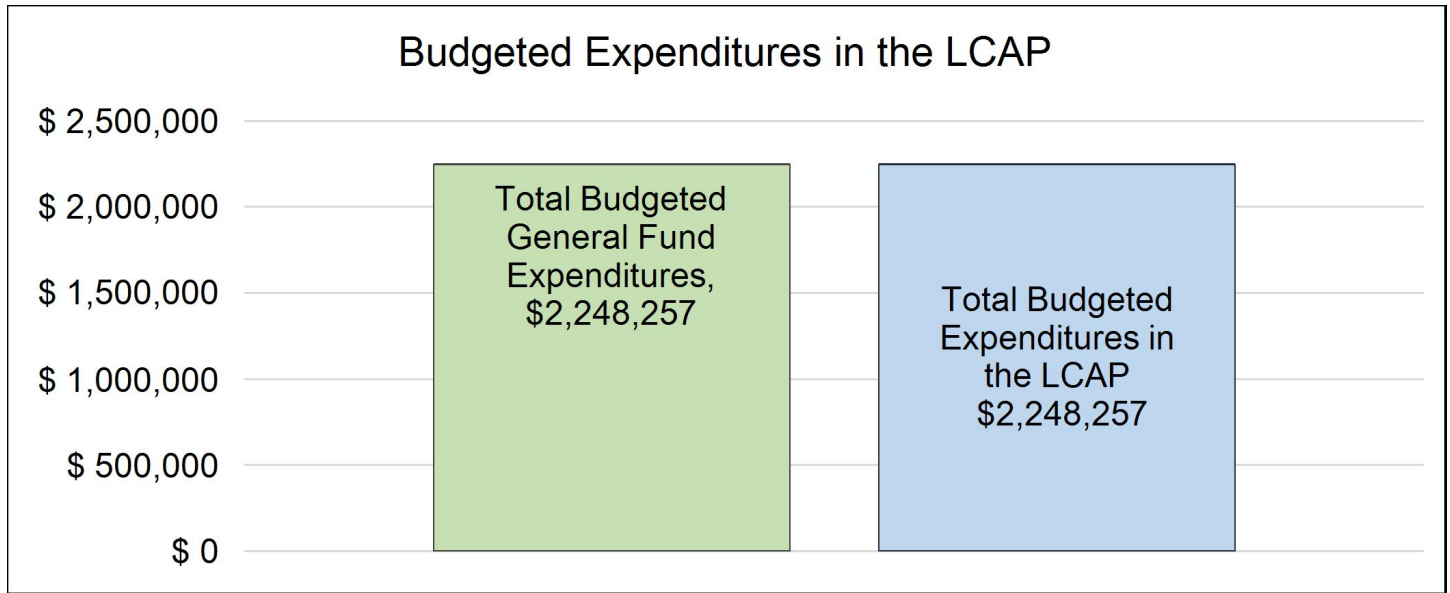
This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-4 is \$2,252,869, of which \$1,429,447 is Local Control Funding Formula (LCFF), \$192,182 is other state funds, \$7,500 is local funds, and \$623,740 is

federal funds. Of the \$1,429,447 in LCFF Funds, \$319,154 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-4 plans to spend \$2,248,257 for the 2021-22 school year. Of that amount, \$2,248,257 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

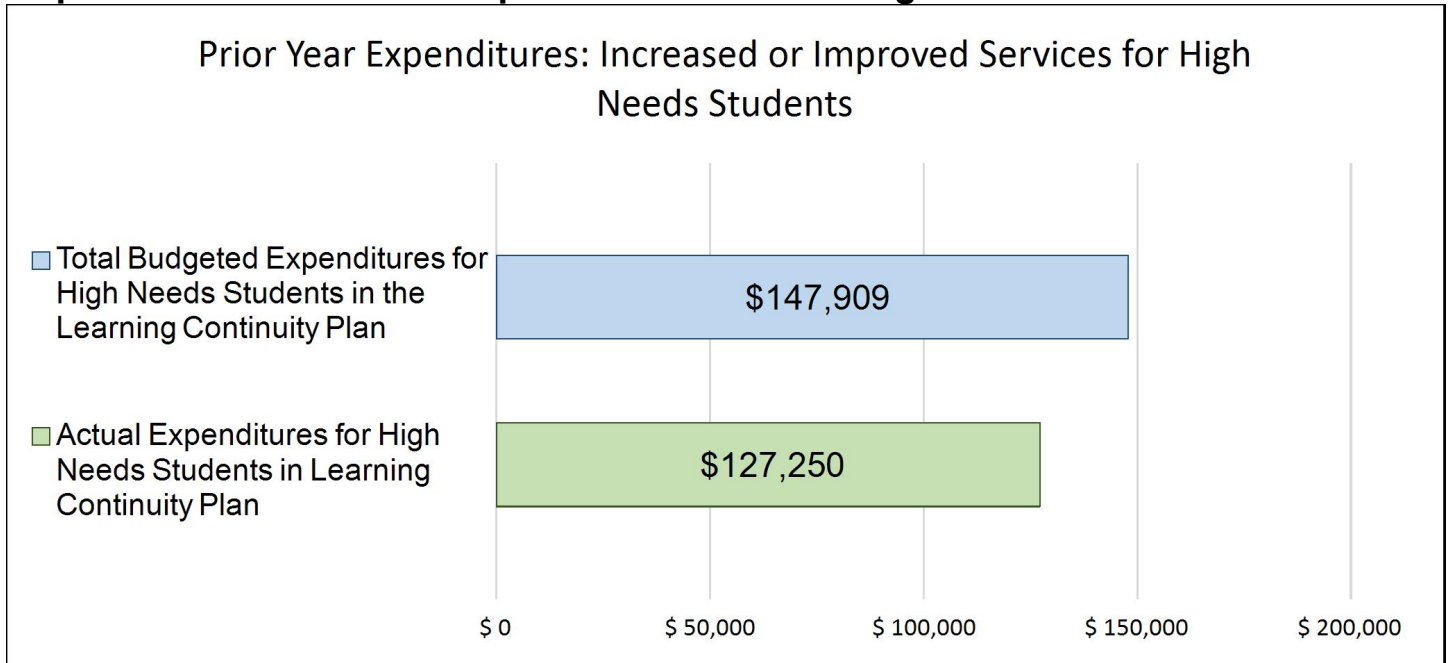
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-4 is projecting it will receive \$319,154 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-4 plans to spend \$785,169 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-4 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-4's Learning Continuity Plan budgeted \$147,909 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent \$127,250 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by using internal resources for PD and staff reassignments. The planned actions and services were fully provided to high needs students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20</p>	<p>2019-20: 100%</p>

Expected	Actual
<p>90%</p> <p>Baseline 90%</p>	
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 52.7 points below standard English Learners: 93.9 points below standard Socioeconomically Disadvantaged: 48.8 points below standard Students with Disabilities: 125 points below standard Hispanic: 45.9 points below standard</p>	<p>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</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year</p>	<p>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</p>

Expected	Actual
<p>Hispanic: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 109.8 points below standard English Learners: 149.8 points below standard Socioeconomically Disadvantaged: 110.2 points below standard Students with Disabilities: 184.6 points below standard Hispanic: 107.5 points below standard</p>	
<p>Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 84%</p>	<p>2018-19: 28.6%</p>
<p>Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p>19-20 20%</p> <p>Baseline 47%</p>	<p>2018-19: 0%</p>
<p>Metric/Indicator Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p>19-20 80.0%</p> <p>Baseline 75.0%</p>	<p>2019-20: 78%</p>

Expected	Actual
<p>Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p> <p>19-20 ELA 54% Math 18%</p> <p>Baseline ELA 48% Math 12%</p>	<p>2018-19: ELA 33.33% Math 9.52%</p>
<p>Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p>19-20 18%</p> <p>Baseline 12%</p>	<p>2018-19: 18%</p>
<p>Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 89.5%</p>
<p>Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p>19-20 100%</p>	<p>2019-20: 100%</p>

Expected	Actual
Baseline 100%	
Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test 19-20 2 percentage points up from the prior year Baseline 31%	2019-20: 2.1%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000	BTSA expenses 5000-5999: Services And Other Operating Expenditures Title II 7,732
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.	Books 4000-4999: Books And Supplies LCFF Base 12,000 Instructional materials 4000-4999: Books And Supplies LCFF Base 15,000	Books 4000-4999: Books And Supplies LCFF Base 2,833 Instructional materials 4000-4999: Books And Supplies LCFF Base 8,135

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Included in pro-rata share LCFF Base 0</p>	<p>Included in pro-rata share LCFF Base 0</p>
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 15,000</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500</p> <p>Dean's salary and \$1,500 benefits 1000-3000: Salary and Benefits LCFF Base 75,000</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 5,872</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500</p> <p>Assistant Principal's salary and benefits 1000-3000: Salary and Benefits LCFF Base 109,800</p>
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and</p>	<p>Dean's salary [Duplicated Expense: Goal 1: Action 4] 3000-3999: Employee Benefits</p>	<p>Dean's salary [Duplicated Expense: Goal 1: Action 4]</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>	<p>LCFF Supplemental and Concentration</p> <p>Benefits [Duplicated Expense: See Goal 1: Action 4] 3000-3999: Employee Benefits</p> <p>LCFF Supplemental and Concentration</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I 150</p>	<p>Benefits [Duplicated Expense: See Goal 1: Action 4]</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I 150</p>
<p>Charter School teachers will provide instruction using 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.</p> <p>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.</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I 35,000</p> <p>Benefits 3000-3999: Employee Benefits Title I 3,000</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I 24,402.99</p> <p>Benefits 3000-3999: Employee Benefits Title I 2,181.68</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>Teacher stipends 1000-1999: Certificated Personnel Salaries Title I 52,000</p>	<p>Teacher stipends (Saturday School) 1000-1999: Certificated Personnel Salaries Title I 12000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Principal's Salary 1000-1999: Certificated Personnel Salaries LCFF Base 93,672</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 30,000</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures LCFF Base 6,500</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I 2,000</p>	<p>Principal's Salary 1000-1999: Certificated Personnel Salaries LCFF Base 93,672</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 23,418</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures LCFF Base 1,664</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I 1,125</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>College Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Base 83,500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 5,000</p>	<p>College Counselor Salary [Duplicated Expense: See Goal 1: Action 4]</p> <p>College Counselor salary [Duplicated Expense: See Goal 1: Action 4]</p>

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base</p> <p>AP course materials 3000-3999: Employee Benefits LCFF Base</p>	<p>AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1]</p>
<p>Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 3,000</p> <p>College preparation materials 4000-4999: Books And Supplies LCFF Base 3,000</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 2805</p> <p>College preparation materials 4000-4999: Books And Supplies LCFF Base 1,755</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are two major reasons why there are significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The first reason for not meeting the expense amount budgeted is due to an over projection of our 19-20 P2 ADA. 2019-20 Original Budget projected P2 ADA was 166, actual P2 ADA is 131. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected. In addition, due to the COVID-19 school closure, we had to cancel some of the expenses that were budgeted as expenditures.

Goal 1: Action 1: This is not an insignificant material difference in cost. BTSA - three teachers enrolled in induction programs to clear their credentials.

Goal 1: Action 2: Books and Supplies- we spent less due to the decline in enrollment.

Goal 1: Action 2: Instructional Materials- we spent less due to the decline in enrollment.

Goal 1: Action 4: Professional Development: We had to cancel some of the PD activities due to the COVID-19 school closure.

Goal 1: Action 4: Dean's Salary- we hired a new assistant principal with a higher salary due to his qualification based on the MPS salary scale.

Goal 1: Action 5: Dean's Salary- Duplicated Expense (Goal 1: Action 4)

Goal 1: Action 5: Dean's Benefits- Duplicated Expense (Goal 1: Action 4)

Goal 1: Action 6: PD on ELD strategies- MSA 4 provided this PD internally by MPS Home Office staff.

Goal 1: Action 7: The difference is due to an overestimate in employee salary.

Goal 1: Action 8: Teacher Stipends- we had to cancel some of the scheduled Saturday school due to the COVID-19 school closure. In addition, the reduction of expenditures due to the decline in enrollment, therefore fewer teachers was needed for the Saturday school.

Goal 1: Action 9: Benefits: The difference is due to an overestimate in employee benefits.

Goal 1: Action 10: College counselor Salary: we did not hire a college counselor due to the decrease in enrollment. Our Assistant Principal completed the college counselor's duties.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal until pandemic hit. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional 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 AP and Advisory classes for college readiness.

Due to the COVID pandemic, some of the funds budgeted for actions/services in 2019-2020 were changed the last few months of school to support distance learning and some of the planned actions and services were cancelled. Chromebooks and hotspots were purchased for students. We also purchased some digital textbooks for students and teachers. We provided school supplies, computers, Google Classroom training for staff, access to the internet for staff that had unreliable internet services or no services at all. We started personal protective equipments to get ready for a possible school reopening during the pandemic.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 20.5%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p>19-20 5%</p> <p>Baseline 4%</p>	
<p>Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 100%</p> <p>Baseline 81%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,063,500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 50,000</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 634,773</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 296,486</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 14,000</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations 5,000</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 4820</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Title IV 1,500</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9] 1000-1999: Certificated Personnel Salaries LCFF Base</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base</p>	<p>1 Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9]</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Accelerated/Advanced Math teacher salary and benefits 1000-3000: Salary and Benefits LCFF Base 65,000</p>	<p>Accelerated/Advanced Math teacher salary and benefits 1000-3000: Salary and Benefits LCFF Base 79,100</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>1 Computer/Technology teacher salary and benefits [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base 74,000</p>	<p>Computer/Technology teacher salary and benefits 1000-3000: Salary and Benefits LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 67,000</p>	<p>Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 18,000</p>
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Science materials 4000-4999: Books And Supplies LCFF Base 1,000</p>	<p>Science materials 4000-4999: Books And Supplies LCFF Base 1,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are two major reasons why there are significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The first reason for not meeting the expense amount budgeted is due to an over projection of our 19-20 P2 ADA. 2019-20 Original Budget projected P2 ADA was 166, actual P2 ADA is 131. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected. In addition, due to the COVID-19 school closure, we had to cancel some of the expenses that were budgeted as expenditures.

Goal 2: Action 1: Teacher Salaries: due to the decrease in enrollment we didn't receive the full amount of funds we had projected. We also did not hire all the teachers that were initially budgeted for the 2019-20 school year.

Goal 2: Action 1: Benefits- Benefits: the difference is due to an underestimate in employee benefits.

Goal 2: Action 1: Online courses: we did not spend much due to the decrease in enrollment.
Goal 2: Action 1: Field Trips: we could not take our students to some of the planned field trips due to school closure.
Goal 2: Action 2: Principal and Dean Salary: this is a duplicated expense.
Goal 2: Action 3: Accelerated/Advance Math Teacher Salary: the difference is due to an underestimate in employee benefits.
Goal 2: Action 4: Computer / Technology Teacher: we did not hire a computer teacher due to the decrease in enrollment.
Goal 2: Action 4: Technology expenses: we did not have to purchase more Chromebooks due to the decline in enrollment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 continued students with a broad array of courses including core subjects and electives. We offered 4 AP courses and four elective courses to our students. In addition, we extended the course options by implementing the Odeysseyware online learning program. Through the use of the Odysseyware platform, our students had access to more than 300 standards-aligned courses and instructional materials in core subjects, enriching electives, CTE courses, and college and career readiness test prep. Moreover, some of our high school students took college courses from community colleges. We also offered a Robotics class to our 6-8 grade students. All of our students prepared STEAM-related projects. We planned to do a STEAM Expo for students to present their projects we had to cancel the event due to the COVID-19 school closure.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 7</p> <p>Baseline 4</p>	<p>2019-20: 2</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 8</p> <p>Baseline 4</p>	<p>2019-20: 7</p>
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 18</p> <p>Baseline 5</p>	<p>2019-20: 13</p>

Expected	Actual
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been homevisited by the teachers per year</p> <p>19-20 15%</p> <p>Baseline 23%</p>	<p>2019-20: 38%</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 94%</p> <p>Baseline 94%</p>	<p>2019-20: 93.54%</p>
<p>Metric/Indicator Chronic absenteeism rate</p> <p>19-20 17%</p> <p>Baseline</p>	<p>2019-20: 21.71%</p>

Expected	Actual
9%	
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator High school dropout rate 19-20 0% Baseline 0%	2019-20: 5.3%
Metric/Indicator Four-year cohort graduation rate 19-20 100% Baseline 100%	2019-20: 94.7%
Metric/Indicator Student suspension rate 19-20 5% Baseline 0%	2019-20: 2.3%
Metric/Indicator Student expulsion rate 19-20 0%	2019-20: 0%

Expected	Actual
<p>Baseline 0%</p> <p>Metric/Indicator School experience survey participation rates</p> <p>19-20 Students: 81% Families: 20% Staff: 100%</p> <p>Baseline Students: 100% Families: 50% Staff: 100%</p>	<p>2019-20: Students: 96.9% Families: 66.7% Staff: 100%</p>
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: 70% Families: 100% Staff: 90%</p> <p>Baseline Students: 85% Families: 85% Staff: 85%</p>	<p>2019-20: Students: 64% Families: 90% Staff: 75%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	Parent meeting expenses 4000-4999: Books And Supplies Title I 1,000	Parent meeting expenses 4000-4999: Books And Supplies Title I 666

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 4,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 300</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Illuminate SIS & DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>	<p>Illuminate SIS & DnA [Duplicated Expense: See Goal 1: Action 9]</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Home visit compensation 1000-1999: Certificated Personnel Salaries Title I 1,500</p>	<p>Home visit compensation 1000-1999: Certificated Personnel Salaries Title I 4400</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Principal and Dean's salary [Duplicated Expense: See Goal 1: Action 4 and 9] 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p> <p>Benefits [Duplicated Expense: See Goal 1: Action 4 and 9] 3000-3999: Employee Benefits LCFF Supplemental and Concentration</p> <p>Mitchell Family Counseling 5000-5999: Services And Other Operating Expenditures Title IV 7,000</p>	<p>Principal and Dean's salary [Duplicated Expense: See Goal 1: Action 4 and 9]</p> <p>Benefits [Duplicated Expense: See Goal 1: Action 4 and 9]</p> <p>Mitchell Family Counseling 5000-5999: Services And Other Operating Expenditures Title IV 2,100</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>Office Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 48,000</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 1,500</p>	<p>Office Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 54,000</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 16,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Parent Square notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500</p>	<p>Parent Square notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>College counselor salary and benefits [Duplicated Expense: See Goal 1: Action 10] 1000-3000: Salary and Benefits LCFF Base</p> <p>Online courses [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>	<p>College counselor salary and benefits [Duplicated Expense: See Goal 1: Action 10]</p> <p>Online courses</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Dean of Students [Duplicated Expense: See Goal 1: Action 4] 1000-1999: Certificated Personnel Salaries LCFF Base</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base</p>	<p>Dean of Students [Duplicated Expense: See Goal 1: Action 4]</p> <p>Benefits [Duplicated Expense: See Goal 1: Action 4]</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9]</p>	<p>Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4]</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base Benefits 3000-3999: Employee Benefits LCFF Base</p>	<p>and 9]</p>
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 2,000</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 2,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are two major reasons why there are significant material differences between Budgeted Expenditures and Estimated Actual Expenditures. The first reason for not meeting the expense amount budgeted is due to an over projection of our 19-20 P2 ADA. 2019-20 Original Budget projected P2 ADA was 166, actual P2 ADA is 131. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected. In addition, due to the COVID-19 school closure, we had to cancel some of the expenses that were budgeted as expenditures.

Goal 3: Action 2: Parent Activities: we spent less money due to COVID-19 school closure.

Goal 3: Action 3: Illuminate SIS: this is a duplicated expense.

Goal 3: Action 4: Home visits: we conducted more home visits than we initially planned. Goal 3: Action 5: Principal and Dean Salary: this is a duplicated expense.

Goal 3: Action 5: Principal Dean Employee Benefits: this is a duplicated expense.

Goal 3: Action 5: Mitchell Family Counseling: we spent less money due to the COVID -19 school closure.

Goal 3: Action 6: Office Manager Salary: there was an increase in the Office Manager's salary due to the minimum wage change.

Goal 3: Action 6: Office Manager Benefits: the difference is due to an overestimate in employee benefits.

Goal 3: Action 7: College counselor Salary: we did not hire a college counselor due to the decrease in enrollment. Our Assistant Principal completed the college counselor's duties.

Goal 3: Action 8: Dean of Students: we did not hire a dean of students due to the decrease in enrollment. Our Assistant Principal completed the dean of student's duties.

Goal 3: Action 9: Principal and Dean Salary: this is a duplicated expense.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. 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 students are on track for high school graduation; implemented alternatives to suspension/expulsion through a comprehensive PBIS program, including restorative practices, acknowledging and encouraging positive student behavior and improvements; provided counseling for students as needed; and administered school experience surveys to our students, parents, and staff.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Registered Nurse and Certified Nursing Assistant (CrossCountry) to address the increased health needs of students and COVID-19 screening.	\$49,245.00	25,000	No
Personal Protective Equipment: <ul style="list-style-type: none"> • Face Covering • Plexiglass barriers • Thermometers • Cleaning Equipment and supplies • Hydration Stations • Handwashing Stations • Disinfecting Materials • Visual Cues and Materials to Maximize Social Distancing 	\$37,500.00	20,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Registered Nurse and Certified Nursing Assistant: \$49,245 was budgeted for this action, \$25,000 has been spent. Due to the school closure during the first semester, we did not need the CNA to report to the school.

Personal Protective Equipment: \$37,500.00 was budgeted for this action, \$20,000 has been spent. We have received a significant amount of PPE donation. Therefore we have not spent the budgeted amount.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the COVID pandemic, some of the funds budgeted for actions/services in 2019-2020 were shifted the last few months of school to support distance learning, and PPE purchases. We spent many hours of planning and setting a safe learning environment for in-person reopening. We implemented plans to reopen schools based on guidance from state and local public health officials. We rearrange our classroom settings to allow physical distancing helps limit the spread of the virus. We taught and reinforced among students staff washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.

We established a written, worksite-specific COVID-19 prevention, performed a comprehensive risk assessment of all work areas and work tasks, We are diligently implementing and monitoring the plan.

We implemented screening measures for students and adults entering campus; before students and staff come to school, they conduct a self-screening for signs and symptoms of COVID-19. We purchased an isolation tents for students who are not feeling well to minimize contact with others until they can be transported home or to a healthcare facility.

We set hand sanitizing stations throughout a site and near classrooms should be considered to minimize movement and congregations in bathrooms to the extent practicable. We maximized space between seating and desks. Teacher and other staff desks at least six feet away from student desks. We purchased and use plexi barriers to create barriers as an additional precaution.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Digital Textbook and Curriculum	\$9,402.00	7,900	Yes
Educational Software	\$35,625.00	33,000	Yes
Professional Development For Teachers	\$23,901.00	10,000	Yes
Technology (Chromebook, Hotspot, teacher computers, etc.)	\$23,350.00	23,350	Yes
Parent Academy to provide support to the parents during distance learning	\$1250.00	1,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures will be noted if there was a change of increase or decrease by 10%.

Digital Textbook and Curriculum: \$9,402.00 was budgeted for this action, \$7,900.00 has been spent. We purchased a digital textbook and curriculum for all the courses we offer this school year. The budgeted fund was overestimated.

Professional Development: \$23,901 was budgeted for this action, \$10,000 has been spent. MPS home office provided some of the planned professional development with a cost to MSA-4.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following elements of distance learning successfully implemented in the 2020-21 school.

- Purchased new Chromebooks and distributed them to our students. 100% of MSA-4 students have access to a device.
- Purchased hotspots and distributed them to the families having connectivity issues. 100% of MSA-4 students have access to the internet.
- All students and teachers have access to digital textbooks.
- Purchased new digital educational learning platforms to increase engagement.
- Purchase SEL curriculum to address students' social-emotional needs.
- Implemented parent college to train parents on how to support their children during distance learning.
- Implemented mindfulness meetings for students and parents to address.
- Started working Mental Health Care provider and offered on-demand counseling to our students and parents.
- All staff received professional development regarding distance learning and new educational programs.
- Hired an additional SPED teacher to address the needs of the students with disabilities during distance learning.
- Implemented summer and Saturday school to mitigate the learning loss.
- Increased the after-school hours.
- Implemented small group instruction for reteaching.
- Organized virtual home visits to support students and parents to improve attendance and engagement.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	\$8,500.00	8,500	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$10,881.00	8,500	Yes
Instructional (SPED) Aide to support to students in small group setting during Asynchronous Learning and After School.	\$30,000.00	30,000	Yes
EL Coordinator Additional Duties Pay	\$5000.00	5,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures will be noted if there was a change of increase or decrease by 10%.
Summer Enrichment Program: \$10,881 was budgeted for this action, \$8,500 has been spent. We hired less teachers due to the low summer school enrollment.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We successfully implemented all of the listed actions related to the Pupil learning loss. NWEA MAP testing data showed an increase in student achievement. Due to the COVID pandemic, teachers and parents communicated more than ever before about student

academics and social-emotional support. Parents were mostly supportive of the situation the schools were in. Teachers went above and beyond to collaborate and learn new technology. We were able to repurpose our support staff and retain employees due to additional funding from the state. We increased the support for students with disabilities, and English Learners. Despite the challenges, all IEP meetings were held on time to address the need of the students with disabilities. Our SPED team supported students with disabilities access to the classroom and core instruction. Teachers were made available after school to support students and provide reteaching as need to close the loss. We held 22 Saturday School sessions. Our Saturday school teachers provided reteaching and enrichment to the student who joined. Our teachers met and discuss student-specific intervention strategies during the bi-weekly department meetings.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

MSA-4 has adopted and implemented an SEL curriculum called Zone of Regulations during the first 10 weeks of the school. Through the Zone of Regulations lessons, our students learned strategies for coping with stress and anxiety. Additionally, we purchased SEL content through NEARPOD. Our teachers implemented this NEARPOD SEL content throughout the year. We conducted students, parents, and staff mental health surveys to determine and address mental health-related health issues throughout the year. We repurposed our school Psychologist to regularly check with the students and provide support to them as needed. We implemented weekly mindfulness lessons where students learned and practices some self-soothing practices. We developed partnerships with local universities and provided additional Therapeutic Counseling to our students and families. We offered additional on-demand mental health services to our stakeholders through Care Solace. MSA-4 teachers have been attended various professional development sessions and learn useful strategies to determine and address social-emotional issues while they are interacting with the students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

MSA-4 increased the number of opportunities for outreach, parent input, and participation in programs for students through various parent meetings, such as School Site Council (SSC), Parent Task Force (PTF), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Parent College meetings, Town Hall meetings, Student Success Team (SST), an Individual Educational Program (IEP) meetings. We held all of these meetings virtually due to the pandemic. We held a monthly School Site Council (SSC) meeting and inform all families of the meeting and ensure the meeting is open to the public. We held two English Learner Advisory Committee (ELAC) where all parents of English Learners were invited to attend. We held Student Success Teams (SST) meetings held to address the specific needs of students through evidence-based systems of support and interventions. Individual Educational Programs (IEP) meetings were held to specifically address the needs of students in a school team-based meeting in collaboration with parents, teachers, resource specialists, and school administration. MSA-4's efforts to receive parent input and decision-making reached the goal by organizing all of the scheduled meetings. However, parent participation in these meetings is still far from the goal. We will continue seeking avenues to increase parent involvement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Meal service during the 2020-2021 school year looked very different than it has in the past. In response to school closures because of the COVID-19 pandemic, MSA-4's nutrition programs have transformed into emergency community feeding systems. We delivered meals to our students, their families, and other members of the community with partnering with our sister school, Magnolia Science

Academy-6. Our Grab and Go model allowed parents to pick up meals for their children at MSA-6. In addition, we informed our parents about the other school districts Grab and Go sites that are closer to their homes. At the beginning of May, students began attending schools in person, and we began distributing take home meals to our students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Despite our efforts, the learning loss was inevitable for some students more than others. We will continue utilizing assessment as well as evaluation of actual student work in order to obtain as much of an authentic understanding of student progress as possible. MSA-4 team will use the data to determine the effectiveness of interventions, both school-wide and for individual students, and determine new intervention strategies and resources to address the learning loss. We plan to maintain 2019-20 LCAP goals and improve our successes by investing in teacher support and development, student intervention, and support programs, and parent engagement opportunities.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue utilizing NWEA MAP testing three times during each school year to measure the effectiveness of the services and supports provided to address learning loss. In addition, we will also utilize the interim/benchmark assessments for Math and ELA administer at multiple times over the course of the following school years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

MSA-4 successfully implemented all of the action items planned for 2020-21 school year. However, there are differences between the budgeted expenditures and actuals due to the school closings. We could not reopen our school due to surge in COVID cases between November and March. Instruction was done fully online for about four months due to LAUSD's restrictions.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In overall MSA-4 student outcomes continued improving compared with past 3-4 years despite the challenges with the distance learning. Some of our students continued struggling more than the others due to not having an independent study skills. Based on the winter internal assessment results, about sixty percent of MSA-4 students met their growth target in both Reading and Math. Seventy-nine percent of our students received at least C or above grades at the end of the Fall semester. We have identified about twenty students who will need intervention to close the learning gap caused by distance learning. We will offer these students an extended learning opportunities during the summer to mitigate this learning loss. We will continue closely monitoring their progress during the following school years and offer them after school small group instruction to make sure they will catch up with their peers. We will hire a college counselor to provide guidance to our students to help them to be college ready when they graduate from MSA-4. In addition to hiring a college counselor, we will hire a social worker who will support our students with their social emotional needs. MSA-4 teachers will continue receiving comprehensive professional development to learn effective teaching strategies in order for helping our students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	5,000.00	0.00
	1,739,672.00	1,359,433.00
	1,000.00	0.00
	94,650.00	44,925.67
	0.00	7,732.00
	7,000.00	3,600.00
	7,000.00	3,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	1,329,172.00	769,247.99
	214,000.00	188,900.00
	48,000.00	54,000.00
	89,500.00	338,085.68
	36,150.00	14,839.00
	130,500.00	50,618.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		0.00	0.00
		1,240,672.00	728,445.00
		88,500.00	40,802.99
		214,000.00	188,900.00
		48,000.00	54,000.00
		86,500.00	335,904.00
		3,000.00	2,181.68
		35,000.00	14,023.00
		1,150.00	816.00
		5,000.00	0.00
		115,500.00	38,161.00
		1,000.00	0.00
		2,000.00	1,125.00
		0.00	7,732.00
		7,000.00	3,600.00
		7,000.00	3,600.00
		0.00	7,732.00
		7,000.00	3,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	441,322.00	299,045.67
Goal 2	1,339,500.00	1,035,679.00
Goal 3	66,500.00	80,966.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$86,745.00	\$45,000.00
Distance Learning Program	\$93,528.00	\$75,250.00
Pupil Learning Loss	\$54,381.00	\$52,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$234,654.00	\$172,250.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$86,745.00	\$45,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$86,745.00	\$45,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$93,528.00	\$75,250.00
Pupil Learning Loss	\$54,381.00	\$52,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$147,909.00	\$127,250.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy 4, is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2008, MSA-4’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-4 currently serves 101 students in grades 6-12. Our population consists of a variety of students, some of which have a language other than English spoken at home. A high concentration of our families experiences economic challenges. MSA-4 ‘s diverse enrollment is comprised of 85% Hispanic/Latino, 12% African American/Black, and 2% White, 87% Socioeconomically Disadvantaged, 28% Special Education, and 13% English Learner population.

MPS strives to graduate students who come from historically under-served neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-4 is supplemented by tutoring, after-school programs, Saturday school program, and school-to-university links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-4 celebrates our successes around our graduation, reclassification rates, and college acceptance rates.

Our graduation rate continues to be strong. We have maintained a rate of 90% or above for the last 3 years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they make strides toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner by way of Odysseyware. This is an online platform that allows students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in the manner that they need.

MSA-4 celebrates the fact that we have actively created a college-going culture. As a result, our college acceptance rate has been fairly strong over the last 3 years.

MSA-4 remains committed to ensuring that our students are supported and presented with the various programs available to them as a post-secondary option.

MSA-4 also offers our students SAT preparation and community service opportunities to bolster each student's application. We have come to know that while a great GPA used to be the "magic ticket" to gain acceptance to the college of choice, that is no longer the case. Students now need something to set them apart from the next student with an equally great GPA.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This year MSA-4 continues to focus on our overall student data; however, more of an emphasis on math as that is the area where our students continue to struggle. Our focus is working to move the 30% toward proficiency.

MSA-4 will continue using IAB (Interim Assessment Block) data to track student progress and plan for more targeted instruction and interventions.

MSA-4 experienced an increase in the area of overall satisfaction for our students and staff. MSA 4 continues to employ PBIS (Positive behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support) with our students. We will also continue with PD for all staff in these areas.

MSA-4 realizes that there is a continued need to reduce the number of students who are not meeting or exceeding standards in ELA and Math. A persistent school-wide goal is to reduce the percentage of students who are not attaining proficiency by 9% over the next 3 years. In an effort to support our students in these areas, students assigned to enrichment classes, after-school tutoring, and Saturday school. The expectation is that students are provided targeted interventions. Each student's progress is monitored, and students may transfer into another elective once they have made adequate gains toward proficiency.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School Parent Advisory Committee (PAC) has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students by employing the following:
- PBIS – Positive Behavior Intervention and Supports
- MTSS – Multi-Tiered Systems of Supports
- Mentoring and leadership program
- Keeping effective teachers and improving teacher observation and evaluation systems

We have also worked on our expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. This includes the consistent and targeted use of IAB (interim assessment blocks) and MAP (Measures of Academic Progress) data to inform and drive our day-to-day instruction. MSA-4 spends quality time analyzing our data. We then spend time collaborating and planning around how to best support our students in our efforts to close the performance gap.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other 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 annual LCAP.

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, a school plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 7 SSC meetings, at least five parent activities/events including weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

A summary of the feedback provided by specific stakeholder groups.

Here are some of the feedback from stakeholders through meetings and stakeholder surveys.

PTF/SSC/PAC Feedback:

Glows:

All stakeholders are happy to be part of a small and family-like environment. Many students and parents emphasized the support that students receive from teachers. Here are some of the comments our stakeholders made about MSA-4. The following are some glows that are being vocalized by all stakeholders.

- MSA-4 provides a family-like environment.
- All staff are caring, supportive.
- MSA-4 offers effective communication with parents.
- Teachers provide individualized attention and flexibility.

Grows:

MSA-4 stakeholders suggested growth in the following areas:

- Parent involvement.
- Facilities.
- Limited classes and activities (sports and music).
- Improvement in instructional strategies to check for understanding

SELPA Feedback:

Our SELPA recommendation included a series of guiding questions to facilitate the process and ensure specific metrics related to academic and socioemotional supports are provided to all students, especially students with disabilities. Based on these recommendations, Goal 2, Action 5 summarizes supports and services for students with disabilities. Further work will continue in this area to ensure the embedment of SEP goals/plans in order to have a centralized plan that is accessible to all stakeholders.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP Committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
	2020-21: 0%				2023-24: 0%
	2020-21:				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0				
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85.0%				2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 95.0%				2023-24: 95.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p>	\$10,300.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds:N/A		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Chromebooks: Resource: Title IV, Part A; Amount: \$4,000.00 	\$81,503.00	No

Action #	Title	Description	Total Funds	Contributing
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$131,984.00	No
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy</p>	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$121,427.96	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 88%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 79%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 151.6				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 27.12% Socioeconomically Disadvantaged: 27.08% Students with Disabilities: 18.75% African American: 36.36% Hispanic: 23.41% 				2022-23: <ul style="list-style-type: none"> All Students: 38.00% Socioeconomically Disadvantaged: 33.00% Students with Disabilities: 22.00% African American: 40.00% Hispanic: 30.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 57.2 points below standard English Learners: 114.4 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 50.0 points below standard English Learners: 95.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> • 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 				<p>below standard</p> <ul style="list-style-type: none"> • 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
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 74.3% • Socioeconomically Disadvantaged: 75.0% • Students with Disabilities: 68.2% • Hispanic: 79.3% 				<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 75.0% • Socioeconomically Disadvantaged: 75.0% • Students with Disabilities: 75.0% • Hispanic: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 8.47% Socioeconomically Disadvantaged: 10.41% Students with Disabilities: 12.50% African American: 9.09% Hispanic: 8.51% 				2022-23: <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 17.00% Students with Disabilities: 17.00% African American: 15.00% Hispanic: 15.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 133.7 points below standard English Learners: 170.1 points below standard Socioeconomically Disadvantaged: 128.2points below standard Students with Disabilities: 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 110.0 points below standard English Learners: 145.0 points below standard Socioeconomically Disadvantaged: 110.0 points below standard Students with Disabilities: 150.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	184.8 points below standard <ul style="list-style-type: none"> African American: 139.7 points below standard Hispanic: 133.6 points below standard 				below standard <ul style="list-style-type: none"> 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)	2020-21: <ul style="list-style-type: none"> All Students: 73.5% English Learners: 70.0% Socioeconomically Disadvantaged: 74.2% Students with Disabilities: 76.2% Hispanic: 71.4% 				2023-24: <ul style="list-style-type: none"> All Students: 75.0% English Learners: 75.0% Socioeconomically Disadvantaged: 75.0% Students with Disabilities: 75.0% Hispanic: 75.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who	2018-19: (2019 Dashboard) 28.6%				2022-23: (2023 Dashboard) 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	2020-21: 0.00%				2023-24: 17.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 5.00% Socioeconomically Disadvantaged: 3.50% Students with Disabilities: 0.00% African American: 5.88% Hispanic: 3.39% 				2022-23: <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 15.00% Students with Disabilities: 10.00% African American: 15.00% Hispanic: 15.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain	\$713,303.34	No

Action #	Title	Description	Total Funds	Contributing
		<p>programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff</p>	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$5,131 		
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and</p>	\$204,908.70	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher stipends for after-school: Resource: Title I, Part A; Amount: \$5,600 • Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$14,000 • NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$1,300 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$14,270 		
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p>	\$252,930.11	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 20.0%				2022-23: (2023 Dashboard) 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 33.33%				2022-23: 40.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 9.52%				2022-23: 30.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 40.0%				2022-23: 50.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 30.0%				2022-23: 40.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 39.1%				2023-24: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 95.5%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.8%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 18.2%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 50.0%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 100.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%				Class of 2021: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 11%				2023-24: 15%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: \$XX,XXX • Teacher stipends for AP classes: Resource: Title IV, Part A; Amount: \$XX,XXX • Naviance program fees: Resource: Title IV, Part A; Amount: \$XX,XXX • AP exam fees: Resource: Title IV, Part A; Amount: \$XX,XXX • AP course materials: Resource: Title IV, Part A; Amount: \$XX,XXX • Other college-related materials and activities: Resource: Title IV, Part A; Amount: \$XX,XXX 	\$192,398.90	Yes

Action #	Title	Description	Total Funds	Contributing
2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Supplemental science program fees: Resource: Title IV, Part A; Amount: \$6,000 	\$6,000.00	Yes
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and</p>	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$82,723.70	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: \$XX,XXX • Athletic director salary and benefits: Resource: Title IV, Part A; Amount: \$XX,XXX • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$XX,XXX 		
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$112,484.05	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 4				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 1				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 4/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	9				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 25				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 45.0%				2023-24: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 95.62%				2023-24: 96.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 13.7%				2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) N/A				2023-24: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 10.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 85.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 100.0% Families: 83.3% Staff: 100.0%				2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 98% Staff: 92%				2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%				2023-24: (Spring 2023 to Fall 2023) 85.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: \$XX,XXX • Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: \$XX,XXX • DTS program fees: Resource: Title I, Part A; Amount: \$XX,XXX 		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will</p>	\$114,728.60	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • ParentSquare software fees: Resource: Title I, Part A; Amount: \$600 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with</p>	\$104,750.97	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$1,000 		

Action #	Title	Description	Total Funds	Contributing
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>	\$500.00	Yes
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.75%	\$319,154

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education,

activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will

hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These

activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional

supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal

programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory

and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

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

services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared

for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,242,436.78	\$361,544.93		\$575,961.62	\$2,179,943.33

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,665,268.37	\$514,674.96

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$10,300.00				\$10,300.00
1	2	All	Instructional materials and technology	\$72,093.00	\$5,410.00		\$4,000.00	\$81,503.00
1	3	All	Clean and safe facilities that support learning	\$131,984.00				\$131,984.00
1	4	Low Income	Healthy and nutritious meals	\$6,000.00				\$6,000.00
1	5	All	Well-orchestrated Home Office support services	\$121,427.96				\$121,427.96
2	1	All	Broad course of study and standards-based curriculum	\$454,132.90	\$25,671.12		\$233,499.32	\$713,303.34
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$22,869.00			\$5,131.00	\$28,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$145,697.70	\$24,041.00		\$35,170.00	\$204,908.70
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities		\$239,544.11		\$13,386.00	\$252,930.11
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$46,888.10	\$51,187.80		\$94,323.00	\$192,398.90

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				\$6,000.00	\$6,000.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$3,500.00				\$3,500.00
3	4	Low Income	Physical education, activity, and fitness	\$6,000.00			\$76,723.70	\$82,723.70
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$96,793.15	\$15,690.90			\$112,484.05
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$8,000.00			\$106,728.60	\$114,728.60
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$103,750.97			\$1,000.00	\$104,750.97
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$500.00				\$500.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$12,500.00				\$12,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$452,498.92	\$868,494.92
LEA-wide Total:	\$452,498.92	\$868,494.92
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$6,000.00	\$6,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,869.00	\$28,000.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,697.70	\$204,908.70
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,888.10	\$192,398.90
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,000.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$3,500.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$6,000.00	\$82,723.70

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,793.15	\$112,484.05
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$114,728.60
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,750.97	\$104,750.97
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$500.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	\$12,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-5
CDS Code:	19-10199-0137679
LEA Contact Information:	Name: Brad Plonka Position: Principal Email: bplonka@magnoliapublicschools.org Phone: (818) 705-5676
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,179,410
LCFF Supplemental & Concentration Grants	\$782,171
All Other State Funds	\$625,896
All Local Funds	\$20,000
All federal funds	\$556,872
Total Projected Revenue	\$4,382,178

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,181,438
Total Budgeted Expenditures in the LCAP	\$4,181,438
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,415,605
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$222,955
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$205,706

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$633,434
2020-21 Difference in Budgeted and Actual Expenditures	\$-17,249

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-5

CDS Code: 19-10199-0137679

School Year: 2021-22

LEA contact information:

Brad Plonka

Principal

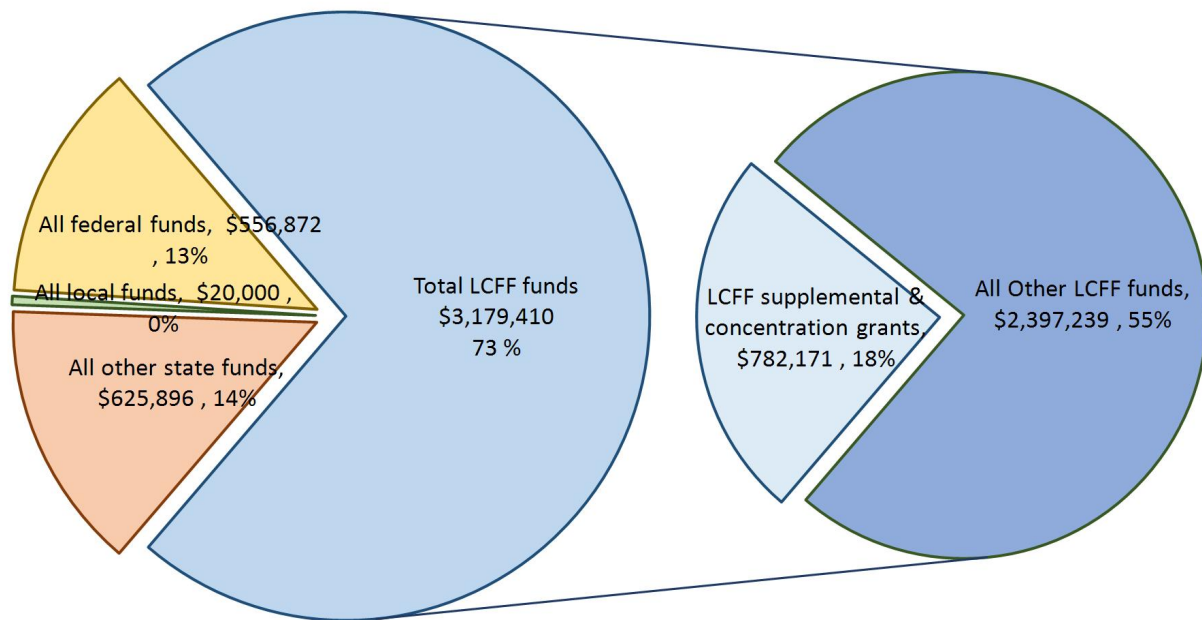
bplonka@magnoliapublicschools.org

(818) 705-5676

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



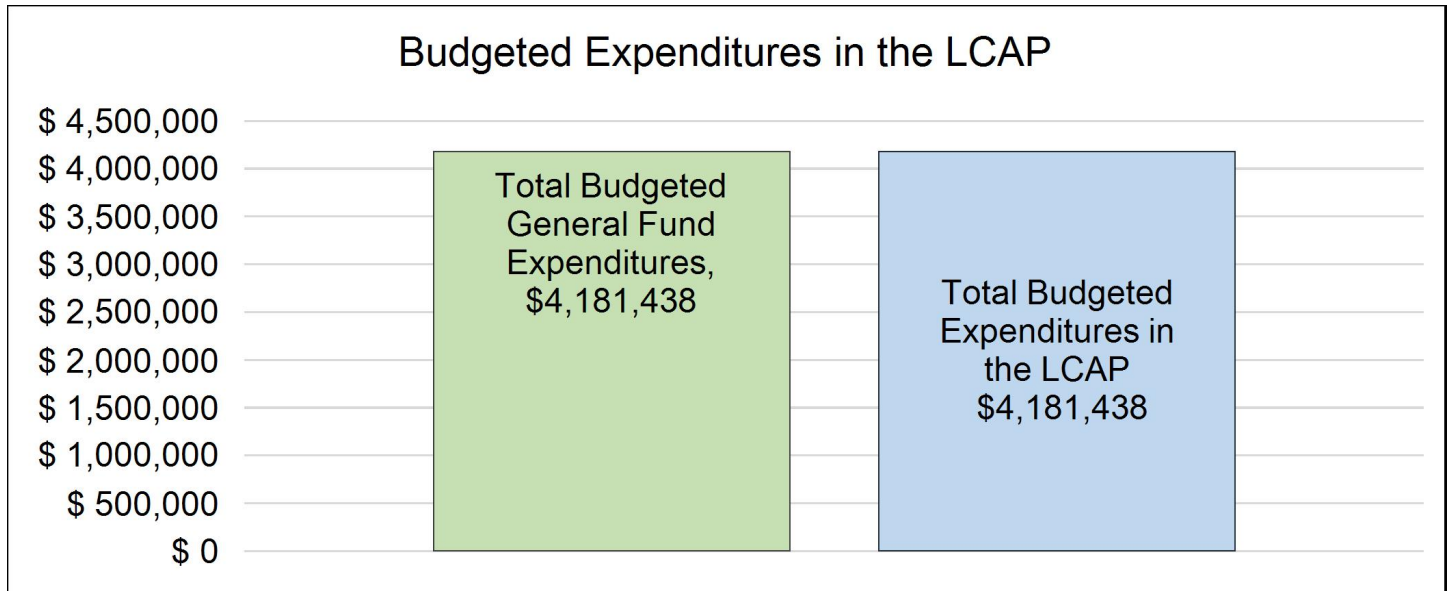
This chart shows the total general purpose revenue Magnolia Science Academy-5 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-5 is \$4,382,178, of which \$3,179,410 is Local Control Funding Formula (LCFF), \$625,896 is other state funds, \$20,000 is local funds, and \$556,872 is

federal funds. Of the \$3,179,410 in LCFF Funds, \$782,171 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-5 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-5 plans to spend \$4,181,438 for the 2021-22 school year. Of that amount, \$4,181,438 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

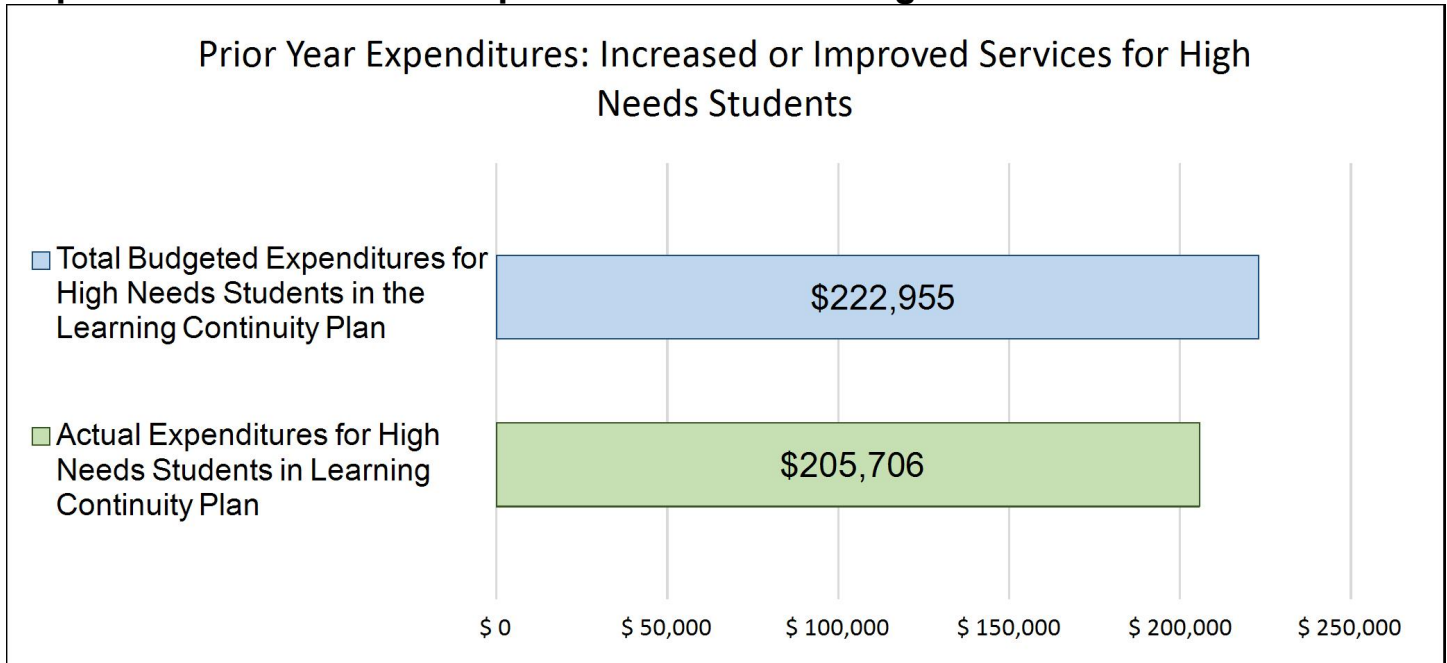
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-5 is projecting it will receive \$782,171 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-5 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-5 plans to spend \$1,415,605 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-5 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-5 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-5's Learning Continuity Plan budgeted \$222,955 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-5 actually spent \$205,706 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org 8187055676

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8):</p> <p>19-20</p>	<p>2018-19: All Students: 46.96% English Learners: 6.12% Socioeconomically Disadvantaged: 47.83% Students with Disabilities: 17.39%</p>

Expected	Actual
<p>2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 33% English Learners: 6% Socioeconomically Disadvantaged: 34% Students with Disabilities: 8% Hispanic: 29% White: 39%</p>	<p>Homeless: 41.67% Hispanic: 47.44%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p>	<p>2018-19: All Students: 11.5 points below standard English Learners: 43.3 points below standard Socioeconomically Disadvantaged: 13.1 points below standard Students with Disabilities: 72.7 points below standard Homeless: 23.7 points below standard Hispanic: 13.1 points below standard</p>

Expected	Actual
<p>All Students: 25.5 points below standard English Learners: 67.8 points below standard Socioeconomically Disadvantaged: 28.9 points below standard Students with Disabilities: 126.9 points below standard Hispanic: 36.9 points below standard White: 0.1 points below standard</p>	
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP Reading assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 67% English Learners: 32% Socioeconomically Disadvantaged: 69% Students with Disabilities: 22% Homeless: 40% African American: 40% Hispanic: 68% White: NA</p>	<p>2018-19: All Students: 64.8% English Learners: 68.8% Socioeconomically Disadvantaged: 68.2% Students with Disabilities: 55.2% Hispanic: 64.4% White: 90.9%</p>
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8):</p>	<p>2018-19: All Students: 38.67% English Learners: 10.20%</p>

Expected	Actual
<p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 16% English Learners: 3% Socioeconomically Disadvantaged: 15% Students with Disabilities: 0% Hispanic: 11% White: 15%</p>	<p>Socioeconomically Disadvantaged: 38.51% Students with Disabilities: 30.44% Homeless: 41.67% Hispanic: 37.82%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPPMathematics assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 2 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year</p> <p>Baseline</p>	<p>2018-19 All Students: 17.9 points below standard English Learners: 43.5 points below standard Socioeconomically Disadvantaged: 18.6 points below standard Students with Disabilities: 58.0 points below standard Homeless: 26.2 points below standard Hispanic: 21.6 points below standard</p>

Expected	Actual
<p>2016-17 (Baseline): All Students: 91.1 points below standard English Learners: 120.4 points below standard Socioeconomically Disadvantaged: 94.2 points below standard Students with Disabilities: 191.7 points below standard Hispanic: 105.3 points below standard White: 64.4 points below standard</p>	
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAPMathematics assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 64% English Learners: 27% Socioeconomically Disadvantaged: 67% Students with Disabilities: 29% Hispanic: 62%</p>	<p>2018-19: All Students: 73.7% English Learners: 72.7% Socioeconomically Disadvantaged: 74.0% Students with Disabilities: 75.0% Hispanic: 73.9% White: 81.8%</p>
<p>Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p>19-20 2 percentage points up from the prior year</p>	<p>2018-19: 56.3%</p>

Expected	Actual
Baseline 30%	
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually 19-20 1 percentage point up from the prior year Baseline 20%	2019-20: 13.6%
Metric/Indicator Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives 19-20 1 percentage point up from the prior year Baseline 70%	2019-20: 70%
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments 19-20 50% Baseline NA%	2019-20: ELA: 63.63% Math: 54.54%
Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher 19-20 25% Baseline	2018-19: 20.0%

Expected	Actual
NA%	
<p>Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p>19-20 60%</p> <p>Baseline NA%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p>19-20 60%</p> <p>Baseline 100%</p>	<p>2019-20: 90%</p>
<p>Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 10%</p>	<p>2019-20: 0%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School	\$2,500 BTSA expenses (5000)(Base); \$500 EL authorization expenses	\$0 BTSA expenses (5000)(Base); \$0 EL authorization expenses (5000)(Base) 5000-5999: Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>will also annually review master schedule/teacher assignments to ensure compliance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>(5000)(Base) 5000-5999: Services And Other Operating Expenditures Title II 3,000</p>	<p>And Other Operating Expenditures Title II 0</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$25,000 Books (4000)(Base); \$9,000 Instructional materials (4000)(Lottery) 4000-4999: Books And Supplies LCFF Base 34,000</p>	<p>\$56,000 Books (4000)(Base); \$14,000 Instructional Materials (4000)(Lottery) 4000-4999: Books And Supplies LCFF Base \$70,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$600 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 600</p>	<p>\$600 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 600</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$1,198 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,198</p> <p>\$5,000 Professional Development (5000)(Title II) 5000-5999: Services And Other Operating Expenditures Title II \$5,000</p>	<p>\$1,198 TeachBoost fees (5000) (Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,198</p> <p>\$2,000 Professional Development (5000) Title II) 5000-5999: Services And Other Operating Expenditures Title II \$2,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Location(s) All Schools</p>	<p>\$5,000 EL Coordinator Stipend (1000); 1000-3000: Salary and Benefits Supplemental and Concentration 5,000</p> <p>\$1,000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies Title I \$1,000</p>	<p>\$5,000 EL Coordinator Stipend (1000); 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>		
<p>Charter School teachers will provide instruction using 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.</p> <p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$1,000 Professional Development on ELD strategies (5000)(Title II) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000</p>	<p>\$875 Professional Development on ELD strategies (5000)(Title II) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 875</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$50,000 Intervention teacher salaries (1000)(Title I); \$5,000 EL Coordinator (1000)(Title I) ; \$13,750 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I 68,750</p>	<p>\$16,000 Intervention Teachers (1000)(Title I); \$4,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I 20,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$20,000 Saturday School (1000)(Title I) 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 20,000</p>	<p>\$10,400 Saturday School (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I 10,400</p>
<p>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.</p>	<p>\$87,864 Dean of Academics salary (1000)(Base); \$21,966 Benefits(3000)(Base) \$4,513 Illuminate SIS & DnA</p>	<p>\$90,360 Dean of Academics Salary (1000)(Base); \$21,966 Benefits (3000)(Base); \$3,047 Illuminate SIS & DnA</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>(5000)(Base); \$3,000 MAP testing fees (5000)(Base) 1000-3000: Salary and Benefits Base 117,343</p>	<p>(5000)(Base); \$3,462 MAP Testing Fees (5000)(Base) 1000-3000: Salary and Benefits Base 118,835</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$87,864 Dean of Academics salary (1000)(Base); \$21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9] 1000-3000: Salary and Benefits LCFF Base 109,830</p>	<p>\$90,360 Dean of Academics Salary (1000)(Base); \$21,966 Benefits (3000)(Base)[Duplicated Expense: See Goal 1: Action 9] 1000-3000: Salary and Benefits LCFF 112,326</p>
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$4,000 AP Teacher additional salaries (1000)(Base); \$3,000 AP course materials (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 7,000</p>	<p>\$4,000 AP Teacher additional salaries (1000)(Base); \$2,500 AP course materials (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 6,500</p>
<p>Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p>	<p>\$2,984 Naviance program (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 2,984</p>	<p>\$2,742 Naviance (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 2,742</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$1,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$1,000</p>	<p>\$490 College Preparation Materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$490</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: \$3,000 Actual: \$0 The reason for the difference is that we were planning to support teachers with their, BTSA needs but ended up with teachers wanting to delay the start due to the pandemic.

Goal 1: Action 2: Planned: \$34,000 Actual: \$70,000 The difference is due to the need for more electronic texts to support the students during virtual learning.

Goal 1: Action 7: Planned: \$68,750 Actual: \$20,000 The school was able to minimize the number of Intervention teachers needed for intervention classes to be able to open more electives for students.

Goal 1: Action 8: Planned: \$20,000 Actual: \$10,400 The school was closed for about three months due COVID-19 and in-person Saturday school halted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year, we had to close in March during our second semester and go to Distance Learning because of the COVID pandemic. As a result of this, we did not give the students in 3-8 and 11 the CAASPP standardized assessments in English and Math, or our internal assessment (NWEA MAP) both areas to see growth from fall to spring. We did give the MAP assessment in Fall 2020 and the results were not as strong as our CAASPP results from 2018-19. We were also not able to give the Summative

ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year. After school clubs and tutoring continued throughout second semester with students joining through Zoom.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 5%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p>19-20 10%</p> <p>Baseline 5%</p>	
<p>Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 100%</p> <p>Baseline 80%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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.</p>	<p>\$888,490 Teacher salaries (1000)(Base); \$311,713 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 1,200,203</p>	<p>\$968,975 Teacher Salaries (1000)(Base); \$424,527 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Base 1,404,752</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>	<p>\$2,273 Online courses (5000)(Base); \$5,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,273</p>	<p>\$2,250 Online Courses (5000)(Base); \$9,000 Field Trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$11,250</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$200,000 1 Principal and 1 Deans salaries (1000)(Base); \$50,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 250,000</p>	<p>\$194,928 1 Principal and 1 Deans Salaries (1000)(Base)[Duplicated Expense: See Goal 1: Action 9 for Dean]; \$50,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF 244,928</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p>	<p>\$73,150 1 Accelerated/Advanced Math teacher salary and \$18,288 benefits (1000)(3000)(Base)</p>	<p>\$80,146 1 Accelerated/Advanced Math teacher salary and \$20,000 benefits (1000)(3000)(Base)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>1000-3000: Salary and Benefits LCFF Base 91,438</p>	<p>1000-3000: Salary and Benefits LCFF Base 100,146</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$44,000 1 IT staff salary (2000)(Base); \$13,200 Benefits (3000); 1000-3000: Salary and Benefits LCFF Base 57,200</p> <p>\$6,978 Technology Devices (6000)(Title IV)(Base [Duplicated Expense: See Goal 2: Action 1]); \$24,300 Technology expenses 6000-6999: Capital Outlay Title IV 31,278</p>	<p>\$42,816 1 IT staff salary (2000)(Base); \$12,800 Benefits (3000); 3000-3999: Employee Benefits LCFF Base 55,616</p> <p>\$6,850 Technology Devices (6000)(Title IV)(Base); \$15,000 Technology expenses 6000-6999: Capital Outlay Title IV \$21,850</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$2,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base 2,000</p>	<p>\$0 Science Materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 4: Planned: \$2,000 Actual: \$0 The school ended up not needing to purchase STEAM focused materials for end of year projects due to the schools being closed from the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We provide courses, electives, programs, and services outlined in our charter petition; specific programs and services are dependent on student need and interest. Our master schedule is designed to meet the needs of all students. We sent surveys home to our high school students to gauge their interests when we started making the master schedule and used student and teacher feedback. MSA-5 seniors will graduate with a-g requirements being met, making them eligible for admittance to UCs and CSUs. Currently, our graduation requirements for 12th graders require that they take one year of computer class, and we do provide this for every student. We offer opportunities for dual enrollment with the local community college. In this year of Distance Learning, competing in different competitions was put on hold. We could not have a school-wide or MPS-wide STEAM EXPO because of the restrictions placed upon California because of the pandemic, but students were encouraged to create science projects in their classes. Graduation for our 12th-grade students was done individually, with the administration doing visits to student's homes.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of ELAC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>

Expected	Actual
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 5</p> <p>Baseline 5</p>	<p>2019-20: 8</p>
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been home-visited by the teachers per year</p> <p>19-20 35%</p> <p>Baseline 20%</p>	<p>2019-20: 40%</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 96%</p> <p>Baseline</p>	<p>2019-20: 95.65%</p>

Expected	Actual
95%	
Metric/Indicator Chronic absenteeism rate 19-20 10% Baseline 10%	2019-20: 12.3%
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: 0.0%
Metric/Indicator High school dropout rate 19-20 0% Baseline 0%	2019-20: 0.0%
Metric/Indicator Four-year cohort graduation rate 19-20 N/A Baseline N/A	2019-20: 100%
Metric/Indicator Student suspension rate 19-20 >5%	2019-20: 0.4%

Expected	Actual
<p>Baseline >5%</p>	
<p>Metric/Indicator Student expulsion rate</p> <p>19-20 >1%</p> <p>Baseline >1%</p>	<p>2019-20: 0%</p>
<p>Metric/Indicator School experience survey participation rates</p> <p>19-20 Students: 98% Families: 97% Staff: 100%</p> <p>Baseline Students: 89% Families: 63% Staff: 100%</p>	<p>2019-20: Students: 100.0% Families: 87.3% Staff: 100.0%</p>
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: 65% Families: 90% Staff: 90%</p> <p>Baseline Students: 61% Families: 94% Staff: 93%</p>	<p>2019-20: Students: 67% Families: 96% Staff: 91%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$500 Parent meeting expenses (4000)(Title I) 4000-4999: Books And Supplies Title I 500</p>	<p>\$1,662 Parent Meeting Expenses (4000)(Title I) 4000-4999: Books And Supplies Title I 1662</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$500 Parent activities/events expenses (4000)(Title I) [Duplicated Expense, Goal 3, Action 1] 4000-4999: Books And Supplies LCFF Base 500</p>	<p>\$1,662 Parent Meeting Expenses (4000)(Title I) [Duplicated Expense, Goal 3, Action 1] 4000-4999: Books And Supplies LCFF 1662</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p>	<p>\$4,513 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 4,513</p>	<p>\$3,047 Illuminate SIS & DnA (5000)(Base)[Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 3,047</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I 10,000</p>	<p>\$15,750 Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I 15,750</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>\$63,000 School Psychologist salary (1000)(S&C); \$18,900 Benefits (3000)(S&C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 85,000</p>	<p>\$32,920 School Psychologist salary (1000)(S&C); \$6,000 Benefits (3000)(S&C) 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$38,920</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$22,500 Benefits (3000)(Base); 2000-2999: Classified Personnel Salaries LCFF Base 99,500</p> <p>\$1,500 ParentReach notification program (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base 1,500</p>	<p>\$75,408 1 Office Manager and 1 Office Clerk Salaries (2000)(Base); \$16,500 (3000)(Base); 2000-2999: Classified Personnel Salaries LCFF Base 91,908</p> <p>\$1,235 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base 1,235</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p>	<p>\$87,864 Dean of Academics salary (1000)(Base); \$21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9]; 1000-3000: Salary and Benefits LCFF Base 109,830</p> <p>\$2,273 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other</p>	<p>\$90,366 Dean of Academics salary (1000)(Base); \$21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9]; 1000-3000: Salary and Benefits LCFF Base 112,332</p> <p>\$2,273 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Operating Expenditures Base 2,273</p>	<p>Operating Expenditures Base 2,273</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$5,000 Mitchell Family Counseling (5000)(Title IV) 5000-5999: Services And Other Operating Expenditures Title IV 5,000</p> <p>\$5,000 1 Discipline Coordinator Stipend (1000)(Base); 1000-1999: Certificated Personnel Salaries Base 5,000</p>	<p>\$3,100 Mitchell Family Counseling (5000)(Title IV) 5000-5999: Services And Other Operating Expenditures Title IV 3,100</p> <p>\$5,000 1 Discipline Coordinator Stipend (1000)(Base); 1000-1999: Certificated Personnel Salaries Base 5,000</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>\$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 3,900</p>	<p>\$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 3,900</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$1,021 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,021</p>	<p>\$784 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 784</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action 4: Planned: \$10,000 Actual: \$15,750 The school made a strong effort to visit as many families in the school community with two to three teachers or staff visiting a visit.

Goal 3: Action 5: Planned: \$85,000 Actual: \$38,920 The school only needed a half-time School Psychologist based on the number of students that needed services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We held SSC, ELAC, and PTF meetings over the course of the school year, even holding them virtually during the second semester. We provided parents with access to our SIS and additionally sending home four Progress Reports and two Report Cards over the year, as well as offering Parent/Teacher Conferences. Home Visits were conducted by our teachers and admin. During the first semester and part of the second semester, they were in-person. Our ADA is approximately 96%, even holding during Distance Learning. Our middle school and the high school dropout rate is 0%, suspension rate is below 1%, and expulsion rate is 0% because of the implementation of alternatives to suspension/expulsion including restorative practices. Our staff and admin acknowledged and encouraged positive student behavior and improvements. We administered school experience surveys to all our stakeholders, students, parents, and staff. These surveys 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, what we should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. Our satisfaction rates for the families, staff, and students were at an all-time high, with our stakeholders happy about how we conducted Distance Learning during the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Protective Personal Equipment such as counter shield guards, face coverings, signage, etc.	\$19,600	15,000	No
Added a Certified Nurses Assistant	\$52,200	29,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

<p>Protective Personal Equipment such as counter shield guards, face coverings, signage, etc. Planned: \$52,200 Actual: \$29,000 Addition of a Certified Nurses Assistant (CNA): Planned: \$19,600 Actual: \$15,000</p> <p>Description: The school was in distance learning most of the second semester. Because of this, there was no need to have to purchase consumable PPE materials and have the CNA at the school site during this time.</p>

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

<p>One addition we have made this school year is the addition of a Certified Nurse Assistant (CNA) to conduct all the health screenings and temperature checks of all stakeholders who enter the school. The purchase of Personal Protective Equipment has been ongoing this school year. We bought plexiglass dividers for the main office and all teachers' and students' desks, as well as all desks in offices. We have hand sanitizing stations, cones and arrows in hallways and staircases, signage posted all around the school, and mask wearing for everyone. We had in-person COVID testing for all staff and students on our campus before starting Hybrid Learning. Our learning platforms include NWEA MAP for internal assessments twice a year, as well as other programs to assist teachers in the classroom. We are also supporting our SPED students with OT, speech, adapted PE, etc. with outside Sped professional services.</p>
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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and other associated materials	\$99,249	92,000	Yes
Online learning platforms to enhance learning and assist with mitigating learning loss through remote/distance learning that includes: Zoom, Papers, easyCBM, GoalBooks, BrainPop, MyOn)	\$4,700	4,700	Yes
Student Group Therapy and SPED Services	\$6,500	6,500	No
English Learner Coordinator	\$5,000	5,000	Yes
Special Education Teacher	\$30,000	30,000	No
Two Classified Staff members were made full-time to support students	\$32,000	32,000	No
Digital Textbooks	\$39,784	39,784	Yes
Hotspots for student connectivity	\$7,222	7,222	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Online Summer School was offered during the month of July for all grades to mitigate the summer learning loss. Teachers started the beginning of August with Professional Development by admin, expert/lead teachers, and Home Office staff. During our weekly Staff Meetings and collaboration meetings with the different grade levels, Professional Development on Distance Learning strategies, attendance policies, PBIS strategies, and student engagement was continued. When school started, teachers enrolled all students in

Google Classroom and school staff passed out chromebooks and textbooks to all students, and hotspots where needed. They were also able to have digital versions through McGraw Hill. We monitored student attendance and engagement and all staff stepped up to call families of students who were not attending and/or engaged. Our SPED teachers and paraprofessionals continued support of the SPED students by entering Breakout Rooms and working with the students one on one. They continued annual IEP meetings on Zoom and included Powerpoint presentations so the parents had a visual on screen. EL students were supported by teachers during their designated ELD time and EL standards were integrated in the lessons of all teachers TK-12th grade. Teachers continued to hold tutoring for their students as well as extra office hours for students to get help on assignments and projects. Saturday School was offered virtually for students to mitigate learning loss.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ASES program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$32,000	32,000	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$35,000	25,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school. Budgeted: \$35,000 Actual: \$25,000

Description: Since summer enrichment program was offered virtually, food and other staffing was not needed to support the program which lowered the expenses needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With this new normal of Distance Learning, students had to adjust to being on the chromebooks all day, and we noticed this was something we had to help support. Teachers offered after-school tutoring and small group instruction on a daily basis for the different subjects. Teachers held daily office hours where students were also able to talk to their teachers about assignments, projects, etc. Teachers also had an asynchronous period of time after every live teaching session where they stayed and helped/retaught the students who needed it. Paraprofessionals also stayed to offer support to the SPED and EL students on a one-on-one basis. Teachers were able to use our additional learning platforms like Brainpop with more adherence because of this online platform. Additional

technology was purchased for the teachers to use at home. For the first 10 weeks of school, an SEL program was taught to all students, where they learned how to deal with their anxiety, depression, and stress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

For the first ten weeks of school, an SEL program was taught to all students. Our students learned strategies on how to deal with anxiety and stress through Zones of Regulation. Every week the students had a new lesson, and this was very successful. Our partnership with Mitchell Family Counseling offered counseling sessions to all students who needed extra SEL support. The SPED students were also given additional counseling sessions based on need. We also are offering a referral service called CareSolace, which is open to all of our stakeholders. This program offers a referral service to parents, students, and students who need mental health services. We have also conducted two SEL-based surveys to our parents and staff, which have given us valuable information to plan SEL activities and professional development. We also encourage teachers to attend outside of school Professional Development on SEL strategies and then ask that they report back to the staff on what they learn.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We utilize surveys with fidelity and use these results to fuel changes that need to be made. We have increased our pupil and family engagement and outreach through our H.O.W.L. newsletter, virtual assemblies, School Site Council and ELAC meetings, and multiple Town Hall meetings. It is through these ways that our pupils and families can connect, participate, and engage with staff and home office members to voice any opinions and concerns. Over the course of this year we have been fully transparent in our learning modalities. We have presented dates and options for our pupils and families to feel comfortable in transitions back onto campus for Hybrid Learning. Our challenges have been participation from students in school-wide events and parents struggles of use of technology for our virtual events.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Magnolia Science Academy-5 was able to provide access to meals for our students at multiple locations during the pandemic and then to be able to provide breakfast, lunch and supper meals on campus to students once they returned to hybrid learning. This also included meals being given out on Friday for the weekend. The challenge was to make sure that students who stayed in distance learning received the meals since they were not always comfortable to come to campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	SPED student support services/School psychologist	\$27,000	27,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our implementing of in-person instruction and distance learning has strengthened our ability to reach students on multiple platforms. Incorporating more technology at the school by purchasing chromebooks and hotspots for students to take home, and interactive panels for teaching it has been made easier for students to access the curriculum at home or at school. We also utilized our core content curriculum and integrated more virtual supplemental materials that differentiate and support all learners.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we have continuing to offer Saturday School virtually and have tutoring opportunities and small group instruction during the week. We have increased the length of our hours during summer school and purchased additional supplemental curriculum supporting our core subject areas.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences have been the overall need for ways in supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have continued to offer a variety of ways stakeholders can stay in the know virtually.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

With what we learned from distance learning and with our now hybrid instruction we know how to find a balance of incorporating more technologies into the classroom and at home to better support the student. For example, the purchasing chromebooks and hotspots for students to have at home allows for more opportunities for interactive learning, which we have struggled with in the past. We can utilize our core content curriculum and integrated supplemental materials that differentiate and support all learners in-person or virtually. Our Distance Learning program has been made easier with the purchases of chromebooks and hotspots, and extra teaching devices like Viewsonic Interactive TVs, and online curriculum. To support the learning loss of students, we have plenty of interventions from after school to Saturday School opportunities. We have increased the length of our hours during summer school. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our virtual technologies to increase the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has increased as we have been able to provide breakfast, lunches, and supper to all students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	20,000.00	0.00
	126,116.00	127,343.00
	0.00	358,916.00
	1,983,990.00	1,865,265.00
	86,000.00	39,795.00
	5,000.00	5,000.00
	80,250.00	47,812.00
	8,000.00	2,000.00
	36,278.00	24,950.00
	36,278.00	24,950.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	25,000.00	20,400.00
	2,111,594.00	2,174,489.00
	99,500.00	91,908.00
	0.00	55,616.00
	39,000.00	73,814.00
	39,262.00	33,004.00
	31,278.00	21,850.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		20,000.00	0.00
		5,000.00	5,000.00
		0.00	5,000.00
		0.00	10,400.00
		117,343.00	118,835.00
		0.00	357,254.00
		1,825,501.00	1,623,730.00
		85,000.00	38,920.00
		5,000.00	0.00
		78,750.00	35,750.00
		99,500.00	91,908.00
		0.00	55,616.00
		0.00	1,662.00
		37,500.00	70,490.00
		1,500.00	1,662.00
		3,773.00	3,508.00
		21,489.00	23,521.00
		1,000.00	875.00
		8,000.00	2,000.00
		5,000.00	3,100.00
		31,278.00	21,850.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	377,705.00	350,966.00
Goal 2	1,639,392.00	1,838,542.00
Goal 3	328,537.00	281,573.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$71,800.00	\$44,000.00
Distance Learning Program	\$224,455.00	\$217,206.00
Pupil Learning Loss	\$67,000.00	\$57,000.00
Additional Actions and Plan Requirements	\$27,000.00	\$27,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$390,255.00	\$345,206.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$71,800.00	\$44,000.00
Distance Learning Program	\$68,500.00	\$68,500.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$27,000.00	\$27,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$167,300.00	\$139,500.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$155,955.00	\$148,706.00
Pupil Learning Loss	\$67,000.00	\$57,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$222,955.00	\$205,706.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 705-5676

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

MSA-5 currently has 290 students in grades 6-12 and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-5 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-5 serves faces economic challenges. MSA-5 has a diverse enrollment, including 87% Hispanic/Latino, 5% White, 5% Asian, and 2% Black or African American. Of our 290 students, 88% Socioeconomically Disadvantaged, 19% Special Education, and 27% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring to our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Areas that we are most proud of are the following:

- Suspension Rate is Green for all students and sub groups.
- All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic in ELA and Math increased significantly on the CA School Dashboard.
- CAASPP test results increased 12% in ELA and 19% in Math.

- Approval rating grew 8% with students.
- Overall satisfaction increased 9% with students.
- Actions that we will maintain is our power classes for Math and ELA and our designated English Learner Classes. We will also continue to provide PD in areas that support our students' demographics (differentiated instruction).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In both Math and ELA our Special Education population was low at 94.1 points below standard in Math and very low at 79.3 points below standard in ELA. Also we were categorized as low in in ELA & Math as a whole. Special Education students need more attention and more PD for teaching students with disabilities are needed. More math tutoring provided through Title I funds, Saturday school, Power Math and after school tutoring for all struggling sub groups.

Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized low or very low. MSA-5 is planning to continue to provide students a variety of supports such as after school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff at school. Also, MSA-5 will continue to provide staff with PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.

Also, based upon our student survey results, topic 3 (safety), topic 5 (growth mindset) and topic 6 (self-efficacy) has shown the lowest percent favorable by students. We'll continue to have staff connect with their students and help students set goals beyond high school.

Chronic absenteeism rate still is over 10% and our ADA is meeting our 95% goal, but we would still like to improve on that as well.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Improving the school's communication system, ParentSquare, to get messages to families

- Keeping the school site safe
- The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include, chronic absenteeism, in all subgroup have growth in English Language Arts and Math.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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 annual LCAP.

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, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey.

The Charter School staff has also made home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Committee (PAC)/Parents: The PAC is still very vocal about finding a permanent site for the school site and increasing school site safety by adding a security guard. The PAC also provided feedback on adding more aides to the classrooms and a high school sports program.

Students: Students' feedback provided more after-school sports and more elective options in both middle and high school.

Staff: The staff's feedback is focused on finding a permanent site and continue to invest in technology and professional development to better support the students.

School Site Council (SSC): The SSC wants to continue to bring in more programs for students and parents to increase college preparedness.

ELAC: Continue to strengthen our designated ELD classes and train staff to support ELs in the classroom.

SELPA: The SELPA recommended that we include an action in our LCAP specific to students with disabilities to describe how academic and social-emotional supports would be provided.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Based on feedback from the El Dorado SELPA, we included a new action in our LCAP specific to students with disabilities. See Goal 2: Action 5. This action summarizes support and services for students with disabilities.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.0%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$16,750.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and</p>	\$235,540.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: \$5,000 • Chromebooks: Resource: Title IV, Part A; Amount: \$5,000 		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$449,256.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$11,000.00	Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank</p>	\$558,458.00	No

Action #	Title	Description	Total Funds	Contributing
		fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 95%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 98%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 73%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 73.9				2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 46.96% English Learners: 6.12% Socioeconomically Disadvantaged: 47.83% Students with Disabilities: 17.39% Homeless: 41.67% Hispanic: 47.44% 				2022-23: <ul style="list-style-type: none"> All Students: 50.00% English Learners: 12.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 2.200% Homeless: 46.00% Hispanic: 50.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 11.5 points below standard 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 5.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • English Learners: 43.3 points below standard • Socioeconomically Disadvantaged: 13.1 points below standard • Students with Disabilities: 72.7 points below standard • Homeless: 23.7 points below standard • Hispanic: 13.1 points below standard 				<ul style="list-style-type: none"> • English Learners: 37.0 points below standard • Socioeconomically Disadvantaged: 7.0 points below standard • Students with Disabilities: 66.0 points below standard • Homeless: 17.0 points below standard • Hispanic: 7.0 points below standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 60.4% • English Learners: 59.0% • Socioeconomically Disadvantaged: 59.4% 				<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 65.0% • English Learners: 65.0% • Socioeconomically Disadvantaged: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 56.3% Hispanic: 62.7% White: 45.5% 				<ul style="list-style-type: none"> Students with Disabilities: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 38.67% English Learners: 10.02% Socioeconomically Disadvantaged: 38.51% Students with Disabilities: 30.44% Homeless: 41.67% Hispanic: 37.82% 				2022-23: <ul style="list-style-type: none"> All Students: 41.00% English Learners: 15.00% Socioeconomically Disadvantaged: 41.00% Students with Disabilities: 33.00% Homeless: 43.00% Hispanic: 41.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 17.9 points below standard English Learners: 43.5 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 11.0 points below standard English Learners: 37.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 18.6 points below standard • Students with Disabilities: 58.0 points below standard • Homeless: 26.2 points below standard • Hispanic: 21.6 points below standard 				<p>below standard</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 50.0 points below standard • Homeless: 20.0 points below standard • Hispanic: 15.0 points below standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 59.3% • English Learners: 59.1% • Socioeconomically Disadvantaged: 59.0% • Students with Disabilities: 65.6% 				<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 70.0% • English Learners: 70.0% • Socioeconomically Disadvantaged: 70.0% • Students with Disabilities: 70.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 59.2% White: 72.7% 				<ul style="list-style-type: none"> Hispanic: 70.0% White: 75.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 56.3%				2022-23: (2023 Dashboard) 57.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 4.1%				2023-24: 13.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 11.54% English Learners: 0.00% Students with Disabilities: 11.63% Hispanic: 9.30% 				2022-23: <ul style="list-style-type: none"> All Students: 16.00% English Learners: 10.00% Socioeconomically Disadvantaged: 16.00% Hispanic: 16.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$897,955.00	No
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$5,000 		
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p>	\$469,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$50,000 		
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual</p>	\$99,405.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • EL Coordinator stipend: Resource: Title I, Part A; Amount: \$5,000 		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED</p>	\$537,608.00	No

Action #	Title	Description	Total Funds	Contributing
		intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: N/A				2021-22: 70.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 63.63%				2021-22: 68.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 54.54%				2021-22: 60.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 67.9%				2022-23: 70.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 100.0%				2022-23: 60.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 8.7%				2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100.0%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 34.8%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 39.1%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 34.8%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 78.0%				2023-24: 95.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 39.0%				2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	N/A				Class of 2021: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%				2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 86%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$106,156.00	Yes
2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • MyON Digital Library: Resource: Title I, Part A; Amount: \$13,000 	\$93,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$110,115.00	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering,</p>	\$64,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	3				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 11.4%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.83%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.5%				2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 98.3% Families: 96.8% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 93%				2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be</p>	\$193,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school’s EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$15,000 • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: \$5,000 • Parent activity/event expenses: Resource: Title I, Part A; Amount: \$1,000 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to</p>	\$292,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for immigrant students: Resource: Title III, Part A - Immigrant; Amount: \$2,513 • Additional materials/services for homeless students: Resource: Title I, Part A - Amount: \$1,000 		

Action #	Title	Description	Total Funds	Contributing
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Panorama Education survey fees: Resource: Title I, Part A; Amount: \$784 	\$1,164.00	Yes
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p>	\$18,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.63%	\$782,171

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education,

activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will

hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These

activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional

supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal

programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory

and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

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

services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared

for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,985,233.00	\$632,606.00		\$562,701.00	\$4,180,540.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,729,859.00	\$1,450,681.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$16,750.00				\$16,750.00
1	2	All	Instructional materials and technology	\$171,540.00	\$30,000.00		\$34,000.00	\$235,540.00
1	3	All	Clean and safe facilities that support learning	\$444,256.00			\$5,000.00	\$449,256.00
1	4	Low Income	Healthy and nutritious meals	\$11,000.00				\$11,000.00
1	5	All	Well-orchestrated Home Office support services	\$558,458.00				\$558,458.00
2	1	All	Broad course of study and standards-based curriculum	\$800,197.00	\$38,863.00		\$58,895.00	\$897,955.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$9,000.00			\$16,000.00	\$25,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$239,628.00	\$96,265.00		\$133,752.00	\$469,645.00
2	4	English Learners	Designated and integrated ELD programs	\$99,405.00				\$99,405.00
2	5	Students with Disabilities	Support for students with disabilities		\$419,878.00		\$117,730.00	\$537,608.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities				\$106,156.00	\$106,156.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$92,507.00	\$600.00			\$93,107.00
3	4	Low Income	Physical education, activity, and fitness	\$106,615.00			\$3,500.00	\$110,115.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$16,000.00	\$32,000.00		\$16,500.00	\$64,500.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$115,082.00	\$15,000.00		\$63,755.00	\$193,837.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$285,131.00			\$7,413.00	\$292,544.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$1,164.00				\$1,164.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$18,500.00				\$18,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$994,032.00	\$1,484,973.00
LEA-wide Total:	\$994,032.00	\$1,484,973.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$11,000.00	\$11,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	\$25,000.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$239,628.00	\$469,645.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$99,405.00	\$99,405.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$106,156.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,507.00	\$93,107.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$106,615.00	\$110,115.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	\$64,500.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,082.00	\$193,837.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,131.00	\$292,544.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,164.00	\$1,164.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,500.00	\$18,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-6
CDS Code:	19-64733-0117648
LEA Contact Information:	Name: John Terzi Position: Principal Email: jterzi@magnoliapublicschools.org Phone: (310) 842-8555
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$852,263
LCFF Supplemental & Concentration Grants	\$208,968
All Other State Funds	\$200,022
All Local Funds	\$20,000
All federal funds	\$650,517
Total Projected Revenue	\$1,722,802

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,673,885
Total Budgeted Expenditures in the LCAP	\$1,673,885
Total Budgeted Expenditures for High Needs Students in the LCAP	\$546,579
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$224,600
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$209,917

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$337,611
2020-21 Difference in Budgeted and Actual Expenditures	\$-14,683

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	As explained in the LCP analysis, the differences are minor and mainly due to savings since the school was in distance learning most of the year. The planned actions and services were fully provided to high needs students.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-6

CDS Code: 19-64733-0117648

School Year: 2021-22

LEA contact information:

John Terzi

Principal

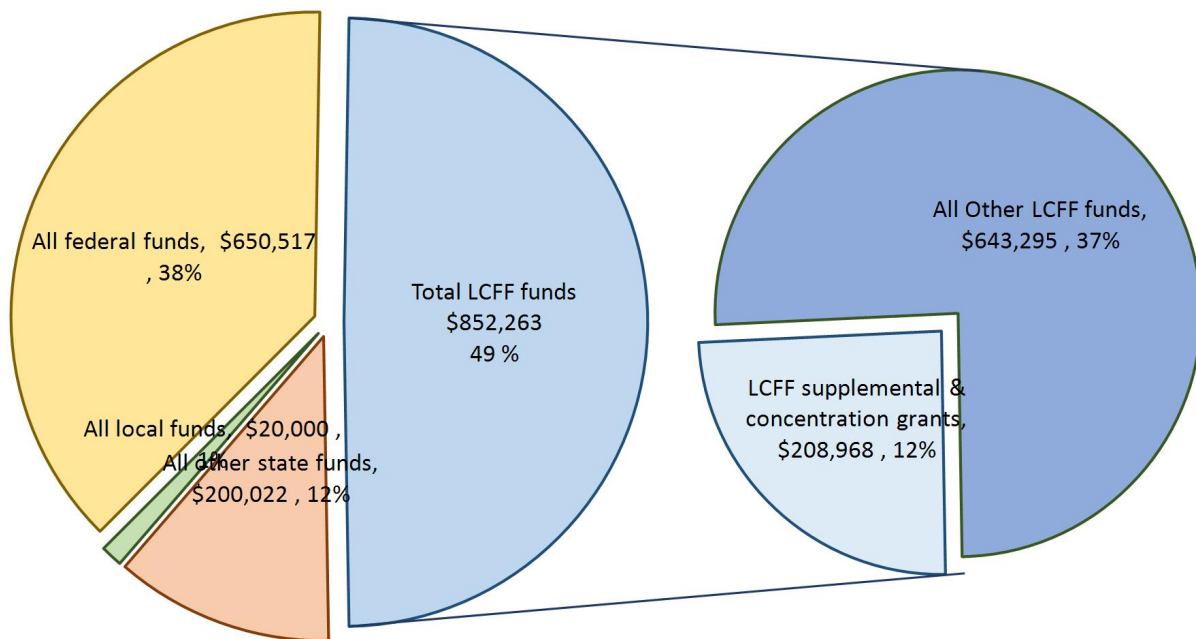
jterzi@magnoliapublicschools.org

(310) 842-8555

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



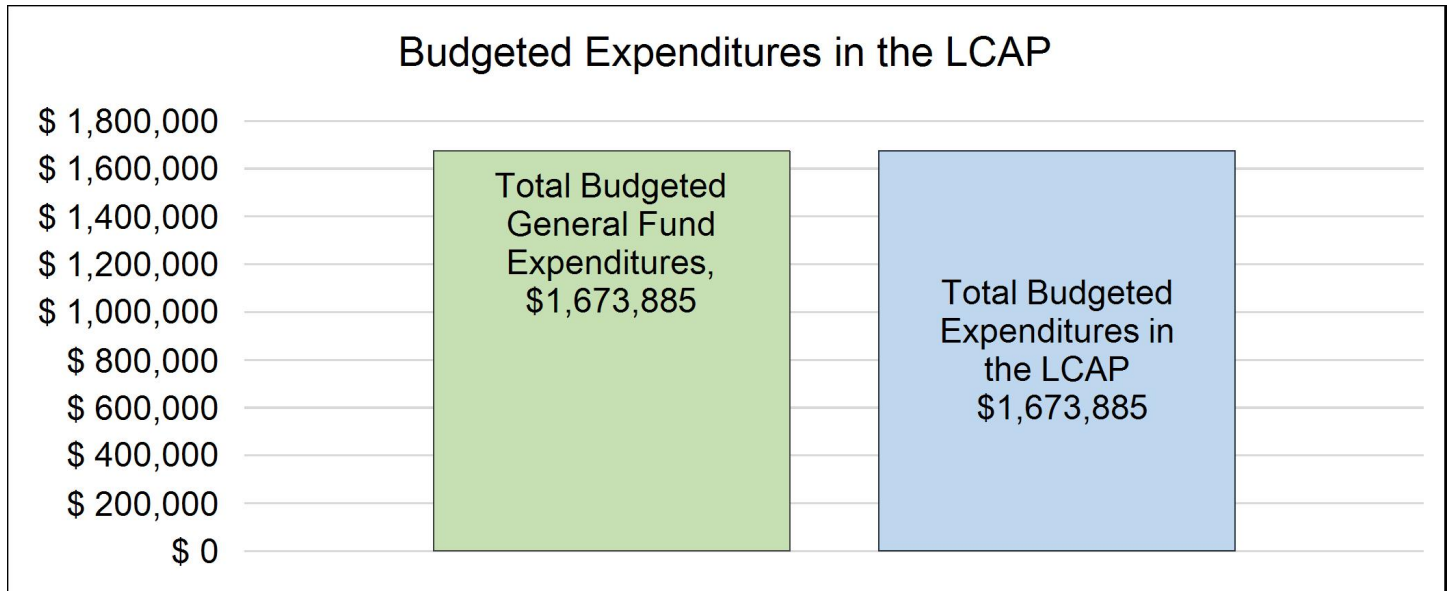
This chart shows the total general purpose revenue Magnolia Science Academy-6 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-6 is \$1,722,802, of which \$852,263 is Local Control Funding Formula (LCFF), \$200,022 is other state funds, \$20,000 is local funds, and \$650,517 is

federal funds. Of the \$852,263 in LCFF Funds, \$208,968 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-6 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-6 plans to spend \$1,673,885 for the 2021-22 school year. Of that amount, \$1,673,885 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

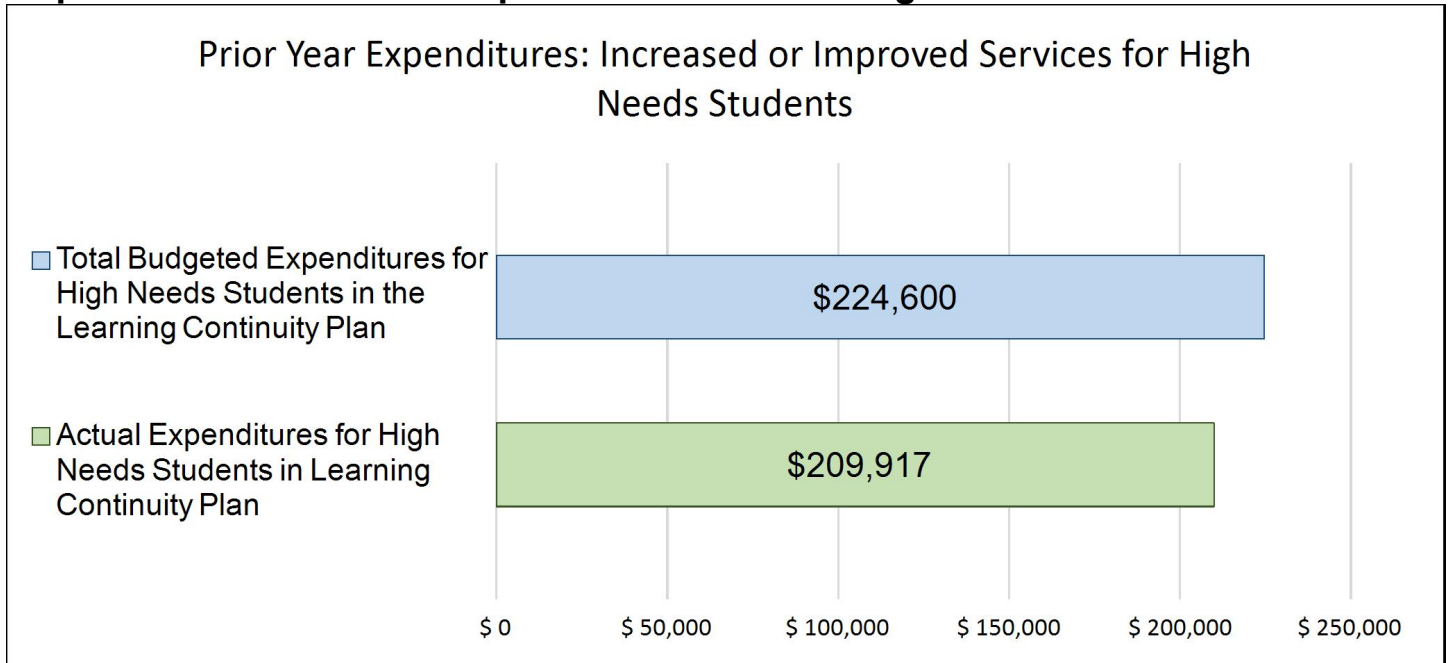
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-6 is projecting it will receive \$208,968 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-6 plans to spend \$546,579 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-6 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-6 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-6's Learning Continuity Plan budgeted \$224,600 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-6 actually spent \$209,917 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences are minor and mainly due to savings since the school was in distance learning most of the year. The planned actions and services were fully provided to high needs students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	John Terzi Principal	jterzi@magnoliapublicschools.org (310) 842-8555

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20</p>	<p>2019-20: 100%</p>

Expected	Actual
<p>90%</p> <p>Baseline 90%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 3 percentage points up from the prior year</p> <p>English Learners: 1 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 1 percentage points up from the prior year</p> <p>Students with Disabilities: 1 percentage points up from the prior year</p> <p>Hispanic: 1 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p> <p>All Students: 43%</p> <p>English Learners: 5%</p> <p>Socioeconomically Disadvantaged: 41%</p> <p>Students with Disabilities: 14%</p>	<p>2018-19: **</p> <p>All Students: 46.26%</p> <p>English Learners: 12.51%</p> <p>Socioeconomically Disadvantaged: 44.96%</p> <p>Students with Disabilities: 9.68%</p> <p>African American: 50.00%</p> <p>Hispanic: 44.21%</p>

Expected	Actual
<p>Hispanic: 44%</p>	
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 1 points up from the prior year</p> <p>English Learners: 1 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p> <p>All Students: 16.2 points below standard</p> <p>English Learners: 45 points below standard</p> <p>Socioeconomically Disadvantaged: 19.1 points below standard</p> <p>Students with Disabilities: 71.8 points below standard</p> <p>Hispanic: 16.2 points below standard</p>	<p>2018-19: **</p> <p>All Students: 16.3 points below standard</p> <p>English Learners: 48.3 points below standard</p> <p>Socioeconomically Disadvantaged: 19.7 points below standard</p> <p>Students with Disabilities: 97.8 points below standard</p> <p>African American: 7.1 points below standard</p> <p>Hispanic: 21.4 points below standard</p>

Expected	Actual
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p> <p>All Students: 48%</p> <p>English Learners: 39%</p> <p>Socioeconomically Disadvantaged: 46%</p> <p>Students with Disabilities: 64%</p> <p>Hispanic: 40%</p>	<p>2018-19:**</p> <p>All Students: 59.4%</p> <p>English Learners: 48.2%</p> <p>Socioeconomically Disadvantaged: 56.4%</p> <p>Students with Disabilities: 55.6%</p> <p>African American: 57.1%</p> <p>Hispanic: 58.7%</p>

Expected	Actual
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP-Mathematics assessments(Gra des 3-8):</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 3 percentage points up from the prior year</p> <p>English Learners: 1percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 1 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p> <p>All Students: 25%</p> <p>English Learners: 5%</p> <p>Socioeconomically Disadvantaged: 25%</p> <p>Students with Disabilities: 12%</p> <p>Hispanic: 25%</p>	<p>2018-19 : **</p> <p>All Students: 38.36%</p> <p>English Learners: 12.51%</p> <p>Socioeconomically Disadvantaged: 38.28%</p> <p>Students with Disabilities: 12.9%</p> <p>African American: 35.71%</p> <p>Hispanic: 36.50%</p>

Expected	Actual
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p> <p>All Students: 75.3 points below standard</p> <p>English Learners: 104.8 points below standard</p> <p>Socioeconomically Disadvantaged: 76.4 points below standard</p> <p>Students with Disabilities: 116.3 points below standard</p> <p>Hispanic: 76.6 points below standard</p>	<p>2018-19: **</p> <p>All Students: 35.9 points below standard</p> <p>English Learners: 61.1 points below standard</p> <p>Socioeconomically Disadvantaged: 39.4 points below standard</p> <p>Students with Disabilities: 98.5 points below standard</p> <p>African American: 35.0 points below standard</p> <p>Hispanic: 41.6 points below standard</p>
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2018-19: **</p> <p>All Students: 50.4%</p> <p>English Learners: 48.3%</p>

Expected	Actual
<p>19-20 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p> <p>All Students: 40%</p> <p>English Learners: 40%</p> <p>Socioeconomically Disadvantaged: 40%</p> <p>Students with Disabilities: 40%</p> <p>Hispanic: 40%</p>	<p>Socioeconomically Disadvantaged: 46.5%</p> <p>Students with Disabilities: 48.2%</p> <p>African American: 58.3%</p> <p>Hispanic: 40.0%</p> <p>White: 75.0%</p>
<p>Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p>19-20 Maintain</p>	<p>2018-2019: ** 44.8%</p>

Expected	Actual
Baseline 91%	
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually 19-20 1 percentage point up from the prior year Baseline 64%	2018-2019: ** 4 students 12.5%
Metric/Indicator Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives 19-20 1 percentage point up from the prior year Baseline 80%	2019-2020:** 97%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	\$7,000 BTSA expenses (Title II) 5000-5999: Services And Other Operating Expenditures Title II \$7,000 \$5,000 (5000)(Base); \$3,000 EL authorization expenses (CLAD) (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,000	\$4,000 BTSA expenses (Title II) 5000-5999: Services And Other Operating Expenditures Title II \$4,000 \$0 EL authorization expenses (CLAD) (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$20,000 Books (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>\$5,000 Instructional materials (5000)(Lottery) 4000-4999: Books And Supplies Lottery \$5,000</p>	<p>\$35,000 Books (4000)(Base) 4000-4999: Books And Supplies LCFF Base 35,000</p> <p>\$4,000 Instructional materials (5000)(Lottery) 4000-4999: Books And Supplies Lottery \$4,000</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$2,500 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,500</p>	<p>\$1,250 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,250</p>
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p>	<p>\$1,000 Professional Development (5000)(Base); \$664 TeachBoost fees (5000)(Base). 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,664</p>	<p>\$915 Professional Development (5000)(Base), \$840 TeachBoost fees (5000)(Base). 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,755</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>	<p>\$4,000 EL Coordinator salary (1000)(S&C); \$1,000 Benefits (3000)(S&C) 1000-3000: Salary and Benefits Supplemental and Concentration \$5,000</p>	<p>\$4,000 EL Coordinator salary (1000)(S&C); \$1,000 Benefits (3000)(S&C) 1000-3000: Salary and Benefits Supplemental and Concentration \$5,000</p>
<p>Charter School teachers will provide instruction using 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.</p> <p>Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content</p>	<p>\$1,000 Professional Development on ELD strategies and substitute services for PD days (5000)(S&C) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p>	<p>\$0 Professional Development on ELD strategies and substitute services for PD days (5000)(S&C) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$22,000 Teacher aide salary (5000)(Base) and \$6,600 Benefits (3000) (Base) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$28,600</p> <p>\$6,600 Benefits (3000) (Base) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,600</p>	<p>23,997 Teacher aide salary (5000)(Base) and 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$23,997</p> <p>\$7,200 Benefits (3000) (Base) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,200</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>\$19,000 After school teacher stipends (1000)(Title I) and \$3,750 Benefits (3000) (Title I) 1000-3000: Salary and Benefits Title I \$22,750</p>	<p>\$14,740 After school teacher stipends (1000)(Title I) and \$3,685 Benefits (3000) (Title I)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		1000-3000: Salary and Benefits Title I \$18,425
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$85,512 Dean of academics salary (1000)(Base); \$21,378 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$106,890</p> <p>\$2,145 Illuminate SIS &DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,145</p> <p>\$2,063 NWEA (MAP testing fees) (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$2063</p>	<p>\$85,512 Dean of academics salary (1000)(Base); \$21,378 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$106,890</p> <p>\$1,651 Illuminate SIS &DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,651</p> <p>\$1,675 NWEA (MAP testing fees) (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$1,675</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1, Action 1: BTSA - Budgeted was \$7000 and the Actual was \$4000. We had budgeted more money in case of hiring a first year teacher without a cleared credential, but the new teacher we hired had a clear credential so we only ended up supporting one teacher with finishing her BTSA program; EL Authorization - in case of hiring an outside of State teacher who would need EL authorization, we budgeted this expense but the new teacher had her EL.

Goal 1, Action 2: Textbooks - Budgeted was \$5000 and the Actual was \$4000. We adopted State's Next Generation Science Standards (NGSS) and purchased McGraw Hill's CA Inspire science books. Due to our agreement with McGraw Hill, we purchased next year's books and paid next year's books too; Instructional materials - Due to school closures in mid March, we couldn't spend some of the money for the materials.

Goal 1, Action 3: Janitorial Supplies - Budgeted was \$2500 and the Actual was \$1250. We didn't spend all money due to school closure caused by COVID-19.

Goal 1, Action 4: TeachBoost fees - Budgeted was \$1664 and the Actual was \$1755. Our evaluation program's Teachboost fee increased little bit this year.

Goal 1, Action 6: Budgeted was \$1000 and the Actual was \$0. Professional Development on ELD Strategies - The scheduled PDs were cancelled due to closures caused by COVID-19

Goal 1, Action 7: Budgeted was \$6600 and the Actual was \$7200 Teacher aide salary - We hired a full time hourly teacher aide in order to support all students. That caused little increase for her benefits. However, due to her personal hours and school closures she had less hours and we didn't finish the budgeted amount.

Goal 1, Action 8: Budgeted was \$22750 and the Actual was \$18425. After school teacher stipends - We spent less money for after-school due to school closure caused by COVID-19.

Goal 1, Action 9: Illuminate SIS &DnA and NWEA (MAP testing fees) - We spent less money due to having less students for these services.

A description of the successes and challenges in implementing the actions/services to achieve the 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 do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional support and intervention to all students, including ELs, during the school day, after school hours, and during Saturday School; we provide our ELs with designated and integrated EL instruction. We also provide ELD class for ELs on a daily basis. Students attended field trips and participated in school events that promoted college and career readiness such as CA science center field trip, school-wide science fair, etc.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: ** 1.5%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p>19-20 5%</p> <p>Baseline 5%</p>	
<p>Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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.</p>	<p>\$436,948 Teacher salaries (1000)(Base); \$74,935 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Base \$511,883</p>	<p>\$375,622 Teacher salaries (1000)(Base); \$240,199 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$615,821</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$13,366 Online programs (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$13,366</p> <p>\$10,000 Field trip expenses (5000)(Donations) 5000-5999: Services And Other Operating Expenditures Base; Donations \$10,000</p>	<p>\$12,437 Online programs (4000)(Base) 4000-4999: Books And Supplies Concentration \$12,437</p> <p>\$5,053 Field trip expenses (5000)(Donations) 5000-5999: Services And Other Operating Expenditures Base; Donations \$5,053</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$95,736 1 Principal (1000)(Base); \$23,934 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$119,670</p>	<p>\$95,736 1 Principal (1000)(Base); \$23,934 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$119,670</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$55,792 1 Accelerated/Advanced Math teacher salary (1000)(Base) and \$13,948 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$69,740</p>	<p>\$55,792 1 Accelerated/Advanced Math teacher salary (1000)(Base) and \$13,948 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$69,740</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>\$63,773 1 Computer/Technology teacher salary (\$51,018) and benefits (\$12,755) (1000)(3000)(Base) [Duplicated</p>	<p>Computer/Technology teacher salary (\$51,018) and benefits (\$12,755) 1000-3000: Salary and Benefits LCFF Base \$63,773</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Expense: See Goal 2: Action 1];</p> <p>1000-3000: Salary and Benefits LCFF Base \$93,073</p> <p>\$5,000 Computers (5000) (Base); \$24,300 Technology expenses (5000)(Base) 6000-6999: Capital Outlay LCFF Base \$29,300</p>	<p>\$10,000 Smart TV, \$9,542 Technology expenses 6000-6999: Capital Outlay LCFF Base \$19,542</p>
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$3,000 Science materials and STEAM Expo \$2,000 (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>\$550 Science materials 4000-4999: Books And Supplies LCFF Base \$550</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2, Action 1: We budgeted \$511883 and the actual was \$615821. Teacher salaries and benefits - We spent more money for the salaries and benefits due to salary increases of staff. We also hired a veteran teacher whose salary was little higher than others;

Online programs - We budgeted \$13366 and the actual was \$12437. We spent less money because we had less students this year;

Field Trips - We budgeted \$10000 and the actual was \$5053. less money was spent due to school closure caused by COVID-19.

Goal 2, Action 4: We budgeted \$93073 and the actual was \$63773. Computer/Technology teacher salary and benefits - Computer class taught by a beginning teacher and we spent less money for her salary and benefits;

Computers and Technology expenses - We budgeted \$29300 and the actual was \$19542. Due to having less students this year, we didn't have to purchase many Chromebooks and spent less money.

Goal 2, Action 5: We budgeted \$5000 and the actual was \$550. We couldn't use the budgeted money for STEAM Expo project supplies and materials due to the school closure caused by COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of ELAC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 8</p> <p>Baseline 8</p>	<p>2019-20: 8</p>

Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year 19-20 5 Baseline 5	2019-20: 5
Metric/Indicator Frequency of SIS record updates 19-20 Daily/Weekly Baseline Daily/Weekly	2019-20: Daily/weekly
Metric/Indicator Number of progress reports sent to parents per year 19-20 4 Baseline 4	2019-20: 4
Metric/Indicator Percentage of students who have been home-visited by the teachers per year 19-20 25% Baseline 20%	2019-20:** 25%
Metric/Indicator ADA rate 19-20 97% Baseline	2019-20: ** 95.76%

Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate 19-20 5% Baseline 4%	2019-20:** 11.3%
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: ** 0%
Metric/Indicator Student suspension rate 19-20 0% Baseline 0%	2019-20: ** 0%
Metric/Indicator Student expulsion rate 19-20 0% Baseline 0%	2019-20: ** 0%
Metric/Indicator School experience survey participation rates 19-20 Students: 98%	2019-20 ** Students: 95% Families: 90% Staff: 100%

Expected	Actual
<p>Families: 70%</p> <p>Staff: 95%</p> <p>Baseline Students: 98%</p> <p>Families: 65%</p> <p>Staff: 95%</p>	
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: 70%</p> <p>Families: 95%</p> <p>Staff: 90%</p> <p>Baseline Students: 75%</p> <p>Families: 95%</p> <p>Staff: 90%</p>	<p>2019-20:** Students: 68% Families: 99% Staff: 95%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$2,000 Parent meeting expenses (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$2,000</p> <p>\$2,000 Parent meeting expenses (2000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$2,000</p>	<p>\$2,092 Parent meeting expenses (4000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$2092</p> <p>\$1120 Parent meeting expenses (4000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$1120</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$1,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies Base; Donations \$1,000</p>	<p>\$73 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies Base; Donations \$73</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$1,000 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,000</p>	<p>\$780 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$780</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$4,000 Home visit compensation (1000)(Title I) \$1,000 Benefits (3000)(Title I) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I \$5,000</p>	<p>\$5650 Home visit compensation (1000)(Title I) \$1,000 Benefits (3000)(Title I) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I \$6650</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>\$7,000 School counselors by CSUN (5000)(Title I); \$34,000 Business-Etiquette Program (\$15851)(5000)(Title I) (\$6,853)(Base) (\$11296)(Title IV) 5000-5999: Services And Other Operating Expenditures S & C; Title I \$41,000</p>	<p>\$3,825 School counselors by CSUN (5000)(Title I); \$34,000 Business-Etiquette Program (\$15851)(5000)(Title I) (\$6,853)(Base) (\$11296)(Title IV) 5000-5999: Services And Other Operating Expenditures S & C; Title I \$37,825</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>\$86,384 1 Office Manager and 1 Office Clerk salaries (2000)(Base); 2000-2999:</p>	<p>\$63,951 1 Office Manager and 1 Office Clerk salaries (2000)(Base)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Classified Personnel Salaries LCFF Base \$86,384</p> <p>\$25,915 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base \$25,915</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$63,951</p> <p>\$19,185 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base \$19,185</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$86,000 1 Dean of Students (1000)(Base); \$22,000 Benefits (3000)(Base) Duplicated Goal 1 Action 9 1000-3000: Salary and Benefits LCFF Base \$108,000</p>	<p>\$86,000 1 Dean of Students (1000)(Base); \$22,000 Benefits (3000)(Base) Duplicated Goal 1 Action 9 1000-3000: Salary and Benefits LCFF Base \$108,000</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>\$1,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,000</p>	<p>\$0 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$563 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$563</p>	<p>\$578 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$578</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3, Action 1: Parent meeting expenses - We budgeted \$2000 and spent \$1120. We have differences between Budgeted and Estimated Actual Expenditures due to the pandemic and shifting from in-person meetings to online meetings.

Goal 3, Action 2: Parent activities/events expenses - We budgeted \$1000 and spent \$73. We had to cancel some parent activities due to COVID-19.

Goal 3, Action 3: ParentSquare - We budgeted \$1000 and spent \$780. We only have minor differences between Budgeted and Estimated Actual Expenditures.

Goal 3, Action 4: Home visit compensation and benefits - We budgeted \$5000 and spent \$6650. We spent more money because we had to do more home visits. Some students were not engaging during school closure and our staff visited them to check in.

Goal 3, Action 5: School counselors by CSUN - We budgeted \$41000 and spent \$37825. After school closures, we couldn't work with CSUN counselors and spent less money for this service.

Goal 3, Action 6: Office Manager and Office Clerk salaries - We budgeted \$25915 and spent \$19185. Our office clerk was working hourly and she couldn't work with her regular hours during school closure.

Goal 3, Action 8: PD on PBIS, restorative practices, classroom management - We budgeted \$1000 and spent \$0. PD's were scheduled for Spring semester but due to COVID-19, all PD's were cancelled

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will continue to use positive reinforcement, recognize positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	\$50,000	23,000	No
Deep Cleaning and Disinfecting of Campus	\$5,000	5,000	No
Purchase of necessary Personal Protective Equipment for students and staff	\$12,000	12,000	No
Hiring of additional SPED teacher and SPED Aide to support learning loss for our students with learning disabilities	\$95,000	95,000	Yes
Hiring of a Teacher Aide to support English Learners in their ELD class	\$20,000	15,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

1. We budgeted 50,000 but only spent 23,000. Due to the number of cases and the school closure, we did not have access to the school site and the nurse could not work.
5. We budgeted 20,000 but only spend 15,000. We were unable to find another ELD teacher aide to help assist in the ELD classes.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the first semester, the vendor who provided a CNA was having a hard time filling the position. We finally found a stable CNA at our school around the end of the 1st semester and is currently still working with us.

Finding another ELD teacher aide has been difficult to find and therefore we were left with having one teacher aide instead of two and having another teacher who was able to help out.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 120 additional Chromebooks	\$34,000	34,000	Yes
Online learning programs for effective remote Math and ELA instruction: BrainPop, myON reading program, NextGen Math and IXL.com	\$20,000	20,000	Yes
Staff PD related to distance learning and technology integrated instruction	\$5,000	4,559	Yes
20 WiFi Hotspots to ensure connectivity for all students	\$4400	3,810	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There are no substantive differences for any of the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

During Distance Learning, we needed to make sure that we had enough chromebooks for the remaining part of the year and for next year. Students were often coming back with broken chromebooks.
 Because of Distance Learning, we needed to have a lot of educational software that is digital.
 We needed to make sure that we have some sort of PD (KAGAN) to help us with the new software and technology.
 Hotspots were also purchased to help students who did not have wifi at home or who needed more bandwidth.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Saturday School program to support students with learning loss and intervention	\$20,000	15,000	Yes
NWEA MAP Online Assessment Program to monitor student's progress in ELA and Math	\$2,000	1,848	Yes
Summer School Program was provided virtually in July 2020 to provide additional academic support to close students' curriculum gaps	\$12,000	12,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

1. We budgeted 20,000 but only spend 15,000. We were unable to have enough Saturday school sessions and we did not have enough teachers for each Saturday school.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Everything was pretty close to budget except for Saturday school. Although we did do a lot of Saturday school sessions, we could have done more by starting earlier in the school year. Another factor to this was the teacher participation on Saturdays. A lot of teachers were fatigued throughout the week and needed to rest during the weekend.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

This year, 2020-2021, we were able to implement a book that talks about SEL. This book, The Zones of Regulation, was taught by our PE teacher, who changed his PE classes to Health and Wellness. The students met twice a week with the Health and Wellness coach which gave students a chance to express how they were doing this school year and for the teacher to gauge how the school is doing.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

This year we had to do a lot of Zoom meetings to engage and outreach our community. We were able to do all of the Coffee with the Principal meetings, ELAC meetings, SSC meetings, and other meetings that the school wanted the parents to be a part of.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

This year we were able to work continuously throughout the pandemic with our food vendor, Better 4 you meals. We were able to serve the students and families on Tuesdays and Thursdays. If, this were to happen again, we would like for our families to have food 5 days a week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700	700	Yes
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	\$2,500	0	Yes
Mental Health and Social and Emotional Well-Being	Counseling for students & families through CSUN Mitchell Family Clinic	\$6,000	6,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	\$3,000	2,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Action 2: We budgeted \$2,500 but spend \$0. We were unable to do the PBIS program due to the pandemic.

Action 4: We budgeted \$3000 but spend \$2000. We are reimbursing our staff for their internet and phone use during the pandemic. We had a staff member leave in the middle of the first semester, which may have affected the actual expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Considering all of our answers, how did we do with implementing dl programs and in-person programs...

We are happy that we were able to change our lesson plans so that they would be more engaging for our students on zoom. We were able to utilize different resources to help with the engagement like PearDeck, quizziz/kahoot...etc. We were all able to understand our digital curriculum and able to implement it with a deeper level of understanding.

We found out that Zoom fatigue is real. It took a toll on all of our health in some manner. We are happy to see the students come back to school, in-person, for hybrid instruction, but this also brought challenges as well. Teachers are now adapting to teaching simultaneously online and for in-person students. However, they are adapting pretty well.

The breaks in between the classes were set for 10 minutes. However, this seems very short since we all have a fun time playing games with one another, since we have not been able to do that since the beginning of the pandemic.

Block schedules were implemented this year for our school year. This is different from our regular 50 minute classes that we did in the past. We hope that we are able to learn from this and create a new and improved schedule for the upcoming school years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss will be assessed with our MAP testing (at the beginning and at the end of the school year) and any other formative assessments that the teachers will give throughout the year. We plan on keeping our tutoring sessions, which are after-school, and our Saturday school sessions, that we plan to do earlier and end later in the school year. In addition, we are also trying to provide summer school to close the gap for any learning loss.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

PUPIL LEARNING LOSS

Action 1. We budgeted 20,000 but only spend 15,000. We were unable to have enough Saturday school sessions and we did not have enough teachers for each Saturday school.

IN-PERSON LEARNING INSTRUCTIONAL OFFERINGS

Action 5. We budgeted 20,000 but only spend 15,000. We were unable to find another ELD teacher aide to help assist in the ELD classes.

ADDITIONAL ACTIONS

Action 2: Professional Development: We budgeted \$2,500 but spend \$0. We were unable to do the PBIS program due to the pandemic.

Action 4: Reimbursement for Internet and phone usage: We budgeted \$3000 but spend \$2000. We are reimbursing our staff for their internet and phone use during the pandemic. We had a staff member leave in the middle of the first semester, which may have affected the actual expenditures.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

2020-2021 Description and Analysis:

We are happy that we were able to change our lesson plans so that they would be more engaging for our students on zoom. We were able to utilize different resources to help with the engagement like PearDeck, quizziz/kahoot...etc. We were all able to understand our digital curriculum and able to implement it with a deeper level of understanding.

We found out that Zoom fatigue is real. It took a toll on all of our health in some manner. We are happy to see the students come back to school, in-person, for hybrid instruction, but this also brought challenges as well. Teachers are now adapting to teaching simultaneously online and for in-person students. However, they are adapting pretty well.

The breaks in between the classes were set for 10 minutes. However, this seems very short since we all have a fun time playing games with one another, since we have not been able to do that since the beginning of the pandemic.

Block schedules were implemented this year for our school year. This is different from our regular 50 minute classes that we did in the past. We hope that we are able to learn from this and create a new and improved schedule for the upcoming school years.

2019-2020 Description and Analysis:

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 do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional support and intervention to all students, including ELs, during the school day, after school hours, and during Saturday School; we provide our ELs with designated and integrated EL instruction. We also provide ELD class for ELs on a daily basis. Students attended field trips and participated in school events that promoted college and career readiness such as CA science center field trip, school-wide science fair, etc.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to

hold events that promote parental participation as well as parent training activities such as Parent College. We will continue to use positive reinforcement, recognize positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,350,106.00	1,357,683.00
Base; Donations	11,000.00	5,126.00
Concentration	0.00	12,437.00
LCFF Base	1,032,318.00	1,049,075.00
LCFF Supplemental and Concentration	213,975.00	210,258.00
Lottery	5,000.00	4,000.00
S & C; Title I	41,000.00	37,825.00
Supplemental and Concentration	6,000.00	5,000.00
Title I	33,813.00	29,962.00
Title II	7,000.00	4,000.00
	7,000.00	4,000.00
	7,000.00	4,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,350,106.00	1,357,683.00
1000-1999: Certificated Personnel Salaries	4,000.00	72,952.00
1000-3000: Salary and Benefits	1,042,006.00	1,044,229.00
2000-2999: Classified Personnel Salaries	114,984.00	87,948.00
3000-3999: Employee Benefits	32,515.00	26,385.00
4000-4999: Books And Supplies	49,366.00	52,060.00
5000-5999: Services And Other Operating Expenditures	77,935.00	54,567.00
6000-6999: Capital Outlay	29,300.00	19,542.00
	29,300.00	19,542.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,350,106.00	1,357,683.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	69,740.00
1000-1999: Certificated Personnel Salaries	Title I	4,000.00	3,212.00
1000-3000: Salary and Benefits	LCFF Base	832,626.00	907,264.00
1000-3000: Salary and Benefits	LCFF Supplemental and Concentration	176,630.00	106,890.00
1000-3000: Salary and Benefits	Supplemental and Concentration	5,000.00	5,000.00
1000-3000: Salary and Benefits	Title I	27,750.00	25,075.00
2000-2999: Classified Personnel Salaries	LCFF Base	86,384.00	63,951.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	28,600.00	23,997.00
3000-3999: Employee Benefits	LCFF Base	25,915.00	19,185.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	6,600.00	7,200.00
4000-4999: Books And Supplies	Base; Donations	1,000.00	73.00
4000-4999: Books And Supplies	Concentration	0.00	12,437.00
4000-4999: Books And Supplies	LCFF Base	43,366.00	35,550.00
4000-4999: Books And Supplies	Lottery	5,000.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Base; Donations	10,000.00	5,053.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	14,727.00	3,583.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	2,145.00	2,431.00
5000-5999: Services And Other Operating Expenditures	S & C; Title I	41,000.00	37,825.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	2,063.00	1,675.00
5000-5999: Services And Other Operating Expenditures	Title II	7,000.00	4,000.00
6000-6999: Capital Outlay	LCFF Base	29,300.00	19,542.00
		29,300.00	19,542.00
		7,000.00	4,000.00
		29,300.00	19,542.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
		29,300.00	19,542.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	224,212.00	210,843.00
Goal 2	852,032.00	906,586.00
Goal 3	273,862.00	240,254.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$182,000.00	\$150,000.00
Distance Learning Program	\$63,400.00	\$62,369.00
Pupil Learning Loss	\$34,000.00	\$28,848.00
Additional Actions and Plan Requirements	\$12,200.00	\$8,700.00
All Expenditures in Learning Continuity and Attendance Plan	\$291,600.00	\$249,917.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$67,000.00	\$40,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$67,000.00	\$40,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$115,000.00	\$110,000.00
Distance Learning Program	\$63,400.00	\$62,369.00
Pupil Learning Loss	\$34,000.00	\$28,848.00
Additional Actions and Plan Requirements	\$12,200.00	\$8,700.00
All Expenditures in Learning Continuity and Attendance Plan	\$224,600.00	\$209,917.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 160 students in grades 6-8, and mainly draws enrollment from Palms, CA and neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including 86% Hispanic/Latino, 9% African American, 5% White, 76% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, after-school programs, and school-to-university links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SBAC scores of 2018-2019 shows a slight decline in ELA proficiency (2.5% decrease) and maintaining math proficiency (38%)

- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.
- Providing additional academic support such as afterschool (tutoring) and Saturday school.
- Increased availabilities of counselors and therapists to support students.
- Teacher-led meetings to provide feedback and sharing best practices.
- Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Addressing students who are failing much earlier in the semester and find ways to engage these students.

- Lack of data on incoming students' prior knowledge.
- Lack of foundational skills from incoming students.
- Lack of attendance for homeless student population
- Alarming data – 35.9 points below standard in math, 16.3 points below standard in English according to SBAC 2019.
- Areas that need close attention:

a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.

b. Programs and incentives: We will use our new Parent Square communication tool to engage homeless parents via text message, voicemail, email and certified letters. We will recognize students' high participation with some incentives like school supplies, metro passes etc.

- PD – More PDs on NGSS for science. More PDs on promoting positive behaviors, bullying prevention, and positive school environment that provide Do's and Don'ts in a step-by-step manner.
- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for ELL.

a. Examples: Quizlets, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include:

- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Addressing students who are failing much earlier in the semester and find ways to engage these students.

Areas that need close attention:

a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.

- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for English language learners.
- Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
- EL students will receive in-class instructional support which includes one-on-one teacher support in co-teaching classrooms; small group instruction; ELD instructional strategies.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other 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 annual LCAP.

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, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-6 conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-6 has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA-6 has held its periodical meetings this year to gather input from our stakeholders. These include eight PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including 5 Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders (89% parents, 99% students and 100% staff) participated in this survey. MSA-6 staff has also made 40 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Committee (PAC)/Parents:

PAC suggests facility and cleaning improvement for next school year. The current site was old and a dated facility. The renovation would be very costly. MSA-6 is moving to Pio Pico MS for 2021-2022 school year and there will be newer classrooms and offices for students and staff. The school will work with LAUSD in order to provide clean facility and restrooms for health and safety. PAC also suggests offering more electives and more variety in afterschool program.

Students:

Based on the student survey, students would like to see more sport programs and extracurricular activities (Performing Arts - Music Drama). With the new school site, MSA-6 administration will collaborate with Pio Pico MS for some sport programs and put efforts to offer arts and music programs afterschool.

Staff:

Based on staff surveys, staff members would like MSA-6 administration to hire more teachers and teacher aides in order to provide more support for students with learning disabilities and English Learners. MSA-6 had 19% SPED and 23% EL students in 2020-21 school year. These two groups were most impacted groups during the pandemic and MSA-6 will continue to support them via Summer school and next year's high quality instruction program.

School Site Council (SSC):

SSC suggests providing more academic support for students who have curriculum gaps. Some students might have learning loss due to distance learning and teachers may need to re-teach some foundational skills in the beginning of the new school year. SSC also suggests providing counselors and therapists for all students for their social emotional needs. SSC recognizes that COVID-19 pandemic caused a big shift for many students and when returning back to in-person instruction, students will need more social emotional support.

ELAC:

ELAC suggests providing ELD classes for 2021-22 school year and additional intervention programs for ELs. ELAC recognizes that some English Learners had some obstacles with online learning and they need to be supported in some areas such as ELA and math for 2021-22 school year. Also, ELAC suggests MSA-6 to continue utilizing some online programs such as IXL.com and NextGen math in new school year.

SELPA:

Our SELPA recommended that we include an action in our LCAP specific to students with disabilities to describe how academic and social-emotional supports would be provided. They also recommended that we include the students with disabilities group in our LCAP metrics and provide specific data.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

MSA-6 LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 86%				2023-24: (Spring 2023 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%				2023-24: 97%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students, they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$10,300.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory training, and other HR-related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budgets and plans to ensure an adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall,</p>	\$82,287.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment, and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety-related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$255,000.00	

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$9,000.00	Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages the business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office-related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$71,896.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 90%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 74%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 80%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 65.1				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 46.26% English Learners: 12.51% Socioeconomically Disadvantaged: 44.96% Students with Disabilities: 9.68% African American: 50% Hispanic: 44.21% 				2022-23: <ul style="list-style-type: none"> All Students: 50.00% English Learners: 17.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 15.00% African American: 51.00% Hispanic: 48.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 16.3 points below standard 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 9.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<ul style="list-style-type: none"> English Learners: 48.3 points below standard Socioeconomically Disadvantaged: 19.7 points below standard Students with Disabilities: 97.8 points below standard African American: 7.1 points below standard Hispanic: 21.4 points below standard 				<ul style="list-style-type: none"> English Learners: 41.0 points below standard Socioeconomically Disadvantaged: 12.0 points below standard Students with Disabilities: 80.0 points below standard African American: 1.0 points below standard Hispanic: 13.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 61.6% English Learners: 53.1% Socioeconomically Disadvantaged: 65.0% 				2023-24: <ul style="list-style-type: none"> All Students: 65% English Learners: 65% Socioeconomically Disadvantaged: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Students with Disabilities: 45.5% • African American: 58.3% • Hispanic: 63.3% 				<ul style="list-style-type: none"> • Students with Disabilities: 65% • African American: 65% • Hispanic: 65%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> • All Students: 38.36% • English Learners: 12.51% • Socioeconomically Disadvantaged: 38.28% • Students with Disabilities: 12.90% • African American: 35.71% • Hispanic: 36.50% 				2022-23: <ul style="list-style-type: none"> • All Students: 41.00% • English Learners: 17.00% • Socioeconomically Disadvantaged: 41.00% • Students with Disabilities: 17.00% • African American: 41.00% • Hispanic: 41.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> • All Students: 35.9 points below standard 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> • All Students: 29.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> English Learners: 61.1 points below standard Socioeconomically Disadvantaged: 39.4 points below standard Students with Disabilities: 98.5 points below standard African American: 35.0 points below standard Hispanic: 41.6 points below standard 				<ul style="list-style-type: none"> English Learners: 54.0 points below standard Socioeconomically Disadvantaged: 32.0 points below standard Students with Disabilities: 88.0 points below standard African American: 28.0 points below standard Hispanic: 33.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 56.3% Socioeconomically Disadvantaged: 58.0% 				2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 57.1% African American: 33.3% Hispanic: 63.0% White: * 				<ul style="list-style-type: none"> Students with Disabilities: 65.0% African American: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 44.8%				2022-23: (2023 Dashboard) 47.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.1%				2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 10.35% Socioeconomically Disadvantaged: 4.35% 				2022-23: <ul style="list-style-type: none"> All Students: 16.00% Socioeconomically Disadvantaged: 10.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 4.26% 				<ul style="list-style-type: none"> Hispanic: 10.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: Intervention teachers' salaries and benefits: Resource: Title I, Part A; Amount: \$8,169</p>	\$452,019.00	No
2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	\$15,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$3,616 		
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and</p>	\$267,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above such as myON, Quizizz, BrainPOP): Resource: Title I, Part A; Amount: \$16,993 • Evidence-based supplemental intervention/enrichment program fees (IXL): Resource: Title IV, Part A; Amount: \$5,000 		
4	Designated and integrated ELD programs	Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor	\$93,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support 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.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: \$4,705 		
5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out	\$163,176.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%				2023-24: 10%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 95%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college-related activities.</p> <p>Expenditures associated with this action include the following: college/career-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		Yes
2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math courses and clubs. Students will be provided opportunities during the day and after school to create or		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>demonstrate a STEAM-focused project, experiment, model, or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, using problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Digital literacy and citizenship program fees (Pear Deck): Resource: Title IV, Part A; Amount: \$2,000 		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$1,000 	\$120,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Afterschool/Club (Arts and music) expenses: Resource: Title IV, Part A; Amount: \$2,000 	\$3,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 14

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	14				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14				2023-24: 4
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 26.1%				2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.48				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 9.1%				2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 99.4% Families: 88.7% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 99% Staff: 93%				2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 95%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities, and budgets, UCP, parent involvement policy, and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We</p>	\$114,369.00	

Action #	Title	Description	Total Funds	Contributing
		<p>will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$2,000 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis, or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and</p>	\$9,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify the greatest progress, and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$1,000 		
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Panorama Education survey fees: Resource: Title I, Part A; Amount: \$1,000 		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,500.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.48%	\$208,968

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and

improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students

and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in

increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$729,841.00	\$262,510.00		\$681,535.00	\$1,673,886.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,103,767.00	\$570,119.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$10,300.00				\$10,300.00
1	2	All	Instructional materials and technology	\$77,287.00	\$5,000.00			\$82,287.00
1	3		Clean and safe facilities that support learning	\$255,000.00				\$255,000.00
1	4	Low Income	Healthy and nutritious meals	\$9,000.00				\$9,000.00
1	5	All	Well-orchestrated Home Office support services	\$71,896.00				\$71,896.00
2	1	All	Broad course of study and standards-based curriculum	\$24,166.00	\$14,156.00		\$413,697.00	\$452,019.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$12,000.00			\$3,616.00	\$15,616.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$159,439.00	\$86,468.00		\$21,993.00	\$267,900.00
2	4	English Learners	Designated and integrated ELD programs	\$89,107.00			\$4,705.00	\$93,812.00
2	5	Students with Disabilities	Support for students with disabilities		\$153,886.00		\$9,290.00	\$163,176.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs				\$2,000.00	\$2,000.00
3	4	Low Income	Physical education, activity, and fitness				\$120,105.00	\$120,105.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$1,000.00			\$2,000.00	\$3,000.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2		Building partnerships with families for student outcomes	\$8,240.00	\$3,000.00		\$103,129.00	\$114,369.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$8,906.00			\$1,000.00	\$9,906.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$1,000.00				\$1,000.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$2,500.00				\$2,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$282,952.00	\$524,839.00
LEA-wide Total:	\$282,952.00	\$524,839.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$9,000.00	\$9,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$15,616.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,439.00	\$267,900.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$89,107.00	\$93,812.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,000.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools		\$120,105.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$3,000.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,906.00	\$9,906.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-7
CDS Code:	19-64733-0117655
LEA Contact Information:	Name: Meagan Wittek Position: Principal Email: mwittek@magnoliapublicschools.org Phone: (818) 886-0585
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,089,032
LCFF Supplemental & Concentration Grants	\$674,066
All Other State Funds	\$834,096
All Local Funds	\$20,000
All federal funds	\$390,244
Total Projected Revenue	\$4,333,372

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,241,406
Total Budgeted Expenditures in the LCAP	\$4,241,406
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,161,521
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$180,200
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$157,800

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$487,455
2020-21 Difference in Budgeted and Actual Expenditures	\$-22,400

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-7

CDS Code: 19-64733-0117655

School Year: 2021-22

LEA contact information:

Meagan Wittek

Principal

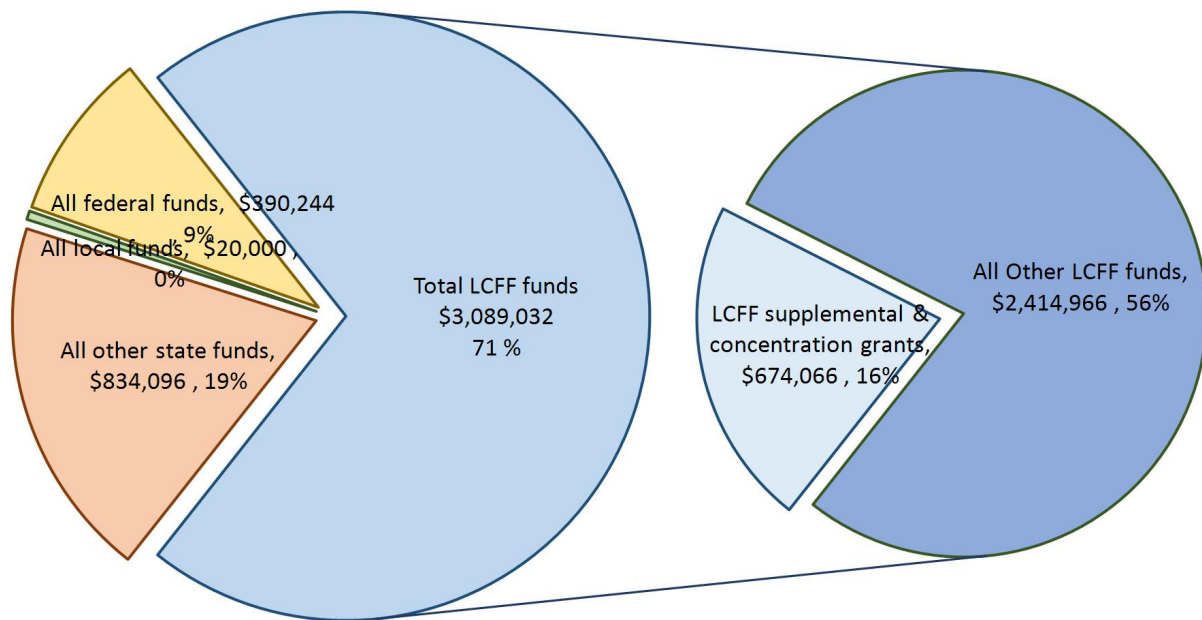
mwittek@magnoliapublicschools.org

(818) 886-0585

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



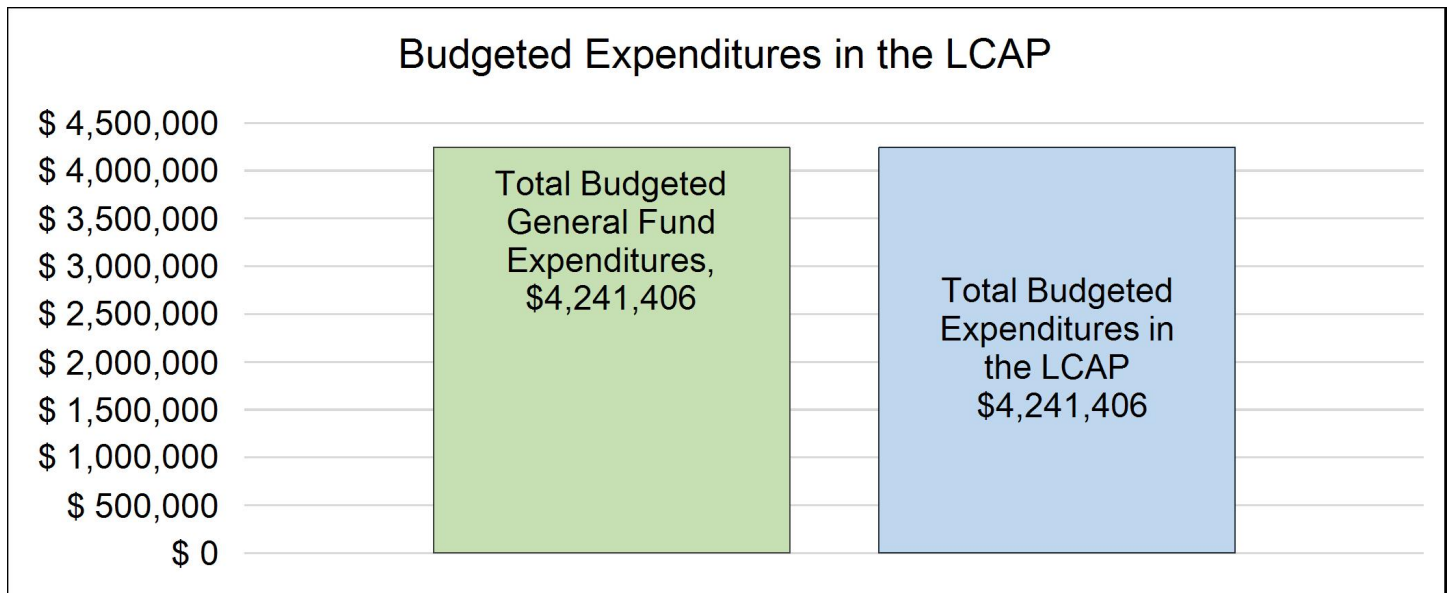
This chart shows the total general purpose revenue Magnolia Science Academy-7 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-7 is \$4,333,372, of which \$3,089,032 is Local Control Funding Formula (LCFF), \$834,096 is other state funds, \$20,000 is local funds, and \$390,244 is

federal funds. Of the \$3,089,032 in LCFF Funds, \$674,066 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-7 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-7 plans to spend \$4,241,406 for the 2021-22 school year. Of that amount, \$4,241,406 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

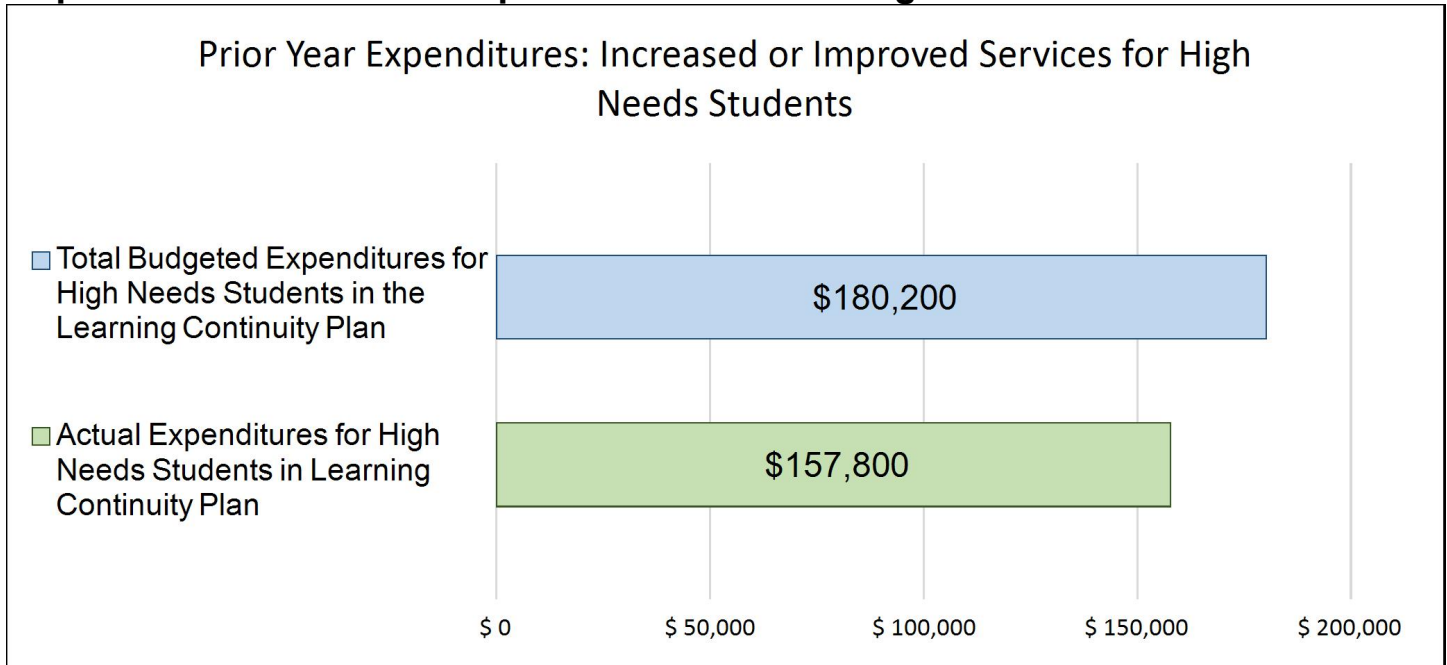
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-7 is projecting it will receive \$674,066 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-7 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-7 plans to spend \$1,161,521 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-7 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-7's Learning Continuity Plan budgeted \$180,200 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-7 actually spent \$157,800 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org (818) 886-0585

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20</p>	<p>2019-20: 90%</p>

Expected	Actual
<p>90%</p> <p>Baseline 90%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 48 % English Learners: 5% Socioeconomically Disadvantaged: 41% Students with Disabilities: 27% Hispanic: 44% White: 51%</p>	<p>2018-19: All Students: 44.78% English Learners: 0.00% Socioeconomically Disadvantaged: 37.50% Students with Disabilities: 25.00% Hispanic: 34.57% White: 85.71%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments (Grades 3-5)</p> <p>19-20 2019-20 (Expected):</p>	<p>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</p>

Expected	Actual
<p>All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 0.9 points below standard English Learners: 18.4 points below standard Socioeconomically Disadvantaged: 14.4 points below standard Students with Disabilities: 37.5 points below standard Homeless: 30.9 points below standard White: 15.6 points above standard</p>	<p>White: 62.9 points above standard</p>
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-5)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 51%</p>	<p>2018-19: All Students: 48.7% English Learners: 59.0% Socioeconomically Disadvantaged: 45.4% Students with Disabilities: 44.0% Hispanic: 44.6% White: 45.5%</p>

Expected	Actual
<p>English Learners: 44% Socioeconomically Disadvantaged: 50% Students with Disabilities: 48% Hispanic: 51% White: 44%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-5):</p> <p>19-20 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 39% English Learners: 13% Socioeconomically Disadvantaged: 33% Students with Disabilities: 31% Hispanic: 30% White: 61%</p>	<p>2018-19: All Students: 32.14% English Learners: 3.45% Socioeconomically Disadvantaged: 25.61% Students with Disabilities: 25.00% Hispanic: 24.10% White: 57.14%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP Mathematics assessments (Grades 3-5)</p> <p>19-20</p>	<p>2018-19: All Students: 32.1 points below standard English Learners: 54.7 points below standard Socioeconomically Disadvantaged: 43.8 points below standard</p>

Expected	Actual
<p>2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 23.8 points below standard English Learners: 36.3 points below standard Socioeconomically Disadvantaged: 38.3 points below standard Students with Disabilities: 48.2 points below standard Hispanic: 36.9 points below standard White: 9.2 points above standard</p>	<p>Students with Disabilities: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard</p>
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-5)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year</p> <p>Baseline</p>	<p>2018-19: All Students: 33.3% English Learners: 33.3% Socioeconomically Disadvantaged: 31.6% Students with Disabilities: 30.8% Hispanic: 30.3% White: 34.8%</p>

Expected	Actual
2016-17 (Baseline): All Students: 46% English Learners: 36% Socioeconomically Disadvantaged: 42% Students with Disabilities: 42% Hispanic: 41% White: 61%	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC 19-20 2 percentage points up from the prior year Baseline 59%	2018-19: 46.4%
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually 19-20 1 percentage point up from the prior year Baseline 21%	2019-20: 13.3%
Metric/Indicator Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives 19-20 1 percentage point up from the prior year Baseline 97%	2019-20: 72%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,000</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,000</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>Instructional Materials 4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>Instructional Materials 4000-4999: Books And Supplies LCFF Base \$5,000</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p>	<p>Janitors salary and benefits LCFF \$69,000</p> <p>Janitorial items \$8,240</p> <p>Gardening,Pest Control, Maintenance (2000,3000,5000) LCFF \$15,000</p>	<p>Janitors salary and benefits LCFF \$58,000</p> <p>Janitorial items \$5,000</p> <p>Gardening,Pest Control, Maintenance (2000,3000,5000) LCFF \$8,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF \$1,800</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF \$1,800</p>
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p>EL Coordinator salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$66,418</p> <p>EL coordinator benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,000</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I</p>	<p>EL Coordinator salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$66,418</p> <p>EL coordinator benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,000</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>		
<p>Charter School teachers will provide instruction using 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.</p> <p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Intervention Math teacher partial payment salaries 1000-1999: Certificated Personnel Salaries LCFF \$15,000</p> <p>Teacher Aide Salaries 2000-2999: Classified Personnel Salaries Title I \$77,000</p> <p>Teacher Aide Benefits 3000-3999: Employee Benefits Title I \$20,000</p>	<p>Intervention Math teacher partial payment salaries 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>Teacher Aide Salaries 2000-2999: Classified Personnel Salaries Title I \$77,000</p> <p>Teacher Aide Benefits 3000-3999: Employee Benefits Title I \$20,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Saturday School 1000-1999: Certificated Personnel Salaries Title I \$10,000</p>	<p>Saturday School 1000-1999: Certificated Personnel Salaries Title I \$6,750</p>
<p>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.</p>	<p>Dean of Academics Salary 1000-1999: Certificated Personnel Salaries LCFF \$84,000</p>	<p>Dean of Academics Salary 1000-1999: Certificated Personnel Salaries LCFF \$92,647.50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Dean of Academics Benefits 3000-3999: Employee Benefits LCFF Base \$20,000</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,900</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$2,100</p> <p>Data Manager add on \$5,000</p> <p>Testing coordinator add on 1000- 1999: Certificated Personnel Salaries LCFF \$2,500</p>	<p>Dean of Academics Benefits 3000-3999: Employee Benefits LCFF Base \$20,000</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,300</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$2,100</p> <p>Data Manager add on (MTSS Coordinator) \$5,000</p> <p>Testing coordinator add on 1000- 1999: Certificated Personnel Salaries LCFF 0</p>
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School increase college awareness by organizing college/career weeks and field trips to colleges.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Field trips, College & Career Week Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,000</p>	<p>Field trips, College & Career Week Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,300</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Actions/Services that were not implemented were used to support students, families, and staff with the needs and requirements of transitioning to Distance Learning due to school closures caused by the COVID-19 pandemic. This included additional technology, curriculum and staffing needs.

Goal 1: Action 1: Planned: \$8,000 for BTSA Support; Actual: \$3,000

The reason for the difference is that we were planning to support two teachers with their BTSA needs but ended up supporting only one teacher.

Goal 1: Action 1: Planned: \$3,000 for EL authorization expenses; Actual: \$1,000

The reason for the difference is that we thought the teacher's program to complete their EL Authorization would cost more than it actually did

Goal 1: Action 2: Planned: \$30,000 for Textbooks and Instructional Materials; Actual: \$30,000

No difference between planned and actual

Goal 1: Action 3: Planned: \$69,000 for Janitor Salary & Benefits; Actual: \$58,000

The school was not open daily due to COVID-19 and hours were adjusted.

Goal 1: Action 3: Planned: \$8,240 for Janitorial Supplies; Actual: \$5,000

The school was not open daily due to COVID-19 and we saved on cleaning costs.

Goal 1: Action 3: Planned: \$15,000 for Gardening, Pest Control, and Maintenance; Actual: \$8,000

The school was not open daily due to COVID-19 so services did not occur as regularly.

Goal 1: Action 4: Planned: \$5,000 for Professional Development; Actual: \$5,000

No difference between planned and actual

Goal 1: Action 4: Planned \$1,800 for Teach Boost Fees; Actual: \$1,800

No difference between planned and actual

Goal 1: Action 5: Planned \$82,418 for EL Coordinator Salary & Benefits; Actual: \$82,418

No difference between planned and actual

Goal 1: Action 6: Planned: \$4,000 for Professional Development for ELD; Actual: \$1,000

Due to COVID-19, most PDs were cancelled or became virtual which cost less to attend.

Goal 1: Action 7: Planned \$15,000 for Part-time Math Intervention Teacher; Actual: \$0

Due to the transition to Distance Learning as a result of the Pandemic, we made the decision to hold off on this position.

Goal 1: Action 7: Planned \$97,000 for Teacher Aide Salaries & Benefits; Actual: \$97,000

No difference between planned and actual

Goal 1: Action 8: Planned \$10,000 for Saturday School; Actual: \$6,750

Due to low enrollment in Saturday School, less teachers were needed.

Goal 1, Action 9: Planned \$104,000 for Dean of Academics Salary & Benefits; Actual: \$112,647

Current Dean of Academics years of experience qualified him for a higher salary.

Goal 1, Action 9: Planned \$3,900 for Illuminate SIS Fees; Actual: \$3,300

Insignificant difference between planned and actual

Goal 1, Action 9: Planned \$2,100 for MAP Testing Fees; Actual: \$2,100

No difference between planned and actual

Goal 1, Action 9: Planned \$5,000 for Data Manager Add-on; Actual: \$5,000

No difference between planned and actual

Goal 1, Action 9: Planned \$2,500 for Testing Coordinator Add-on; Actual: \$0

Decided to have the Computer Teacher serve as the Testing Coordinator so this add on duty was no longer needed.

Goal 1, Action 10: Planned \$8,000 for Field Trips & College, Career Week Fees; Actual: \$4,300

Due to school closures caused by the Pandemic, field trips and in-person activities were cancelled.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges:

During the 2019-20 school year, we had to close in March of second semester and go into Distance Learning because of the COVID-19 Pandemic. As a result of this, many of the usual things we do annually, did not occur. This included not administering the CAASPP standardized assessments in English and Math, or our internal assessment (NWEA MAP) in both areas to see growth from fall to spring.

We were also not able to complete the Summative ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year.

We were also not able to attend or provide professional development at the same level and frequency due to the cancellations of most.

Successes:

Able to ensure all students had access to their curriculum and textbooks during Distance Learning.

Students continued to receive their ELD and SPED services despite the challenging Distance Learning setting.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 100%</p>

Expected	Actual
<p>Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	
<p>Metric/Indicator Percentage of students enrolled in the Charter School's grades K-5 who will take the GATE/enrichment program</p> <p>19-20 15%</p> <p>Baseline 5%</p>	<p>2019-20: 7%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 90%</p> <p>Baseline 80%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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.</p>	<p>\$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 1000-1999: Certificated Personnel Salaries LCFF \$802,000</p>	<p>\$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 1000-1999: Certificated Personnel Salaries LCFF \$902,059</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 3000-3999: Employee Benefits LCFF \$200,000</p>	<p>\$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 3000-3999: Employee Benefits LCFF \$302,252</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$250,000 1 Principal and 1 Dean of Academics salaries 1000-1999: Certificated Personnel Salaries LCFF \$200,000</p> <p>1 Principal Benefits 3000-3999: Employee Benefits LCFF \$50,000</p>	<p>1 Principal Salary 1000-1999: Certificated Personnel Salaries LCFF 93,760.00</p> <p>1 Principal Benefits 3000-3999: Employee Benefits LCFF \$30,000</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Saturday School money for Gifted 1000-3000: Salary and Benefits Title I \$2,000</p>	<p>Saturday School money for Gifted 1000-3000: Salary and Benefits Title I 0</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>5887 Technology services 21,300, 2900 Computer Instructor salary 46K, 12K Benefits, 25K IT person LCFF \$90,140.00</p>	<p>5887 Technology services 21,300, 2900 Computer Instructor salary 46K, 12K Benefits, 23K Chromebooks for Distance Learning LCFF \$100,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Science materials 4000-4999: Books And Supplies LCFF Base \$4,000</p>	<p>Science materials 4000-4999: Books And Supplies LCFF Base \$1,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Actions/Services that were not implemented were used to support students, families, and staff with the needs and requirements of transitioning to Distance Learning due to school closures caused by the COVID-19 pandemic. This included additional technology, curriculum and staffing needs.

Goal 2: Action 1: Planned: \$1,002,000 for Certificated Personnel Salaries & Benefits; Actual: \$1,204,311
Additional staff members were hired to help meet the needs of the distance learning, hybrid learning and to address learning loss mitigation.

Goal 2: Action 2: Planned: \$250,000 for Principal & Dean of Academics Salaries & Benefits; Actual: \$123,760

Dean of Academics salary and benefits was removed from Goal 2 and moved to Goal 1.

Goal 2: Action 3: Planned: \$2,000 for Saturday School Funds for Gifted Students; Actual: \$0
No GATE identified students were attending Saturday School this year.

Goal 2, Action 4: Planned \$90,140 for Technology Services, Computer Teacher Salary & Benefits; Actual: \$100,000
More technology services were needed to address the needs of Distance Learning.

Goal 2, Action 5: Planned \$4,000 for Science Materials; Actual: \$1,000
Due to school closures caused by the Pandemic, there wasn't a much of a need for science materials for hands-on activities and lessons

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges:

Not able to complete the GATE testing process and identify students, therefore specific Saturday School funds for GATE students were not used.

Science instruction was not delivered at the same level and with as much hands-on experience due to students being in a Distance Learning setting for over a year.

Successes:

Provide access to technology and internet to 100% of our students to help with the transition to Distance Learning.

Hire additional staff members to help support students and staff with the transition to Distance Learning and then back to Hybrid. This included an additional SPED teacher, an additional ELD aide, and an additional custodian.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 5</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of ELAC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 7</p> <p>Baseline 4</p>	<p>2019-20: 7</p>

Expected	Actual
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 12</p> <p>Baseline 5</p>	<p>2019-20: 14</p>
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been home-visited by the teachers per year</p> <p>19-20 26%</p> <p>Baseline 26%</p>	<p>2019-20: 17%</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 97%</p> <p>Baseline</p>	<p>2019-20: 95.31%</p>

Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate 19-20 8% Baseline 11%	2019-20: 11.5%
Metric/Indicator Student suspension rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator Student expulsion rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator School experience survey participation rates 19-20 Students: 98% Families: 90% Staff: 90% Baseline Students: 99.1% Families: 83.3% Staff: 100%	2019-20: Students: 98.2% Families: 99.6% Staff: 90.3%

Expected	Actual
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: 76% Families: 99% Staff: 95%</p> <p>Baseline Students: 67% Families: 99% Staff: 89%</p>	<p>2019-20: Students: 74% Families: 98% Staff: 93%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Motivational expenses. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000</p>	<p>Motivational expenses. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p>	<p>Part of 4330,4345 4000-4999: Books And Supplies LCFF \$3,000</p>	<p>Part of 4330,4345 4000-4999: Books And Supplies LCFF \$3,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$3900 Illuminate SIS & DnA 1200 Teachboost 1050 Parent square 2800 Phone call 773 postage (5000)(Base) and 7 other communication tools such as voice message, mails [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF \$15,000</p>	<p>\$3900 Illuminate SIS & DnA 1200 Teachboost 1050 Parent square 2800 Phone call 773 postage (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF \$7,800</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Part of 1100, 3000, 5200. Title I \$5,000.00</p>	<p>Home Visits 1000-1999: Certificated Personnel Salaries Title I \$5,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	CSUN Counseling LCFF \$13,500	CSUN Counseling LCFF \$10,000
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	2400,3000 office Manager, clerk salaries and benefits 2000-2999: Classified Personnel Salaries LCFF \$120,000.00	2400,3000 office Manager, clerk salaries and benefits 2000-2999: Classified Personnel Salaries LCFF \$125,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Duplicated in admin salaries. 1300,3000 LCFF</p>	<p>Duplicated in admin salaries. 1300,3000 LCFF</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>Duplicated Expense LCFF</p>	<p>Duplicated Expense LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>5822 5000-5999: Services And Other Operating Expenditures LCFF \$1,050</p>	<p>5800 Panorama surveys 5000-5999: Services And Other Operating Expenditures LCFF \$400</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Actions/Services that were not implemented were used to support students, families, and staff with the needs and requirements of transitioning to Distance Learning due to school closures caused by the COVID-19 pandemic. This included additional technology, curriculum and staffing needs.

Goal 3: Action 1: Planned: \$2,000 for Motivational Expenses; Actual: \$2,000
No difference between planned and actual.

Goal 3: Action 2: Planned \$3,000 for Books & Supplies; Actual: \$3,000
No difference between planned and actual.

Goal 3: Action 3: Planned \$15,000 for Communication Tools; Actual: \$7,800
Due to transition to remote learning and working in response to the COVID-19 Pandemic, less communication tools were needed.

Goal 3: Action 4: Planned \$5,000 for Home Visits; Actual: \$5,000
No difference between planned and actual.

Goal 3: Action 5: Planned \$13,500 for CSUN Counseling; Actual: \$10,000
Not as many parents and students used the counseling services because they were virtual.

Goal 3: Action 6: Planned \$120,000 for Office Staff Salaries & Benefits; Actual: \$125,000
Increase in the office managers salary due to an increase in the state minimum wage amount.

Goal 3: Action 10: Planned \$1,050 for Panorama Stakeholder Surveys; Actual: \$400
Not as many parents participate in the stakeholder surveys due to them being completely online with not paper option.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges:

Due to the fact that counseling has only been delivered to students in a virtual format since March 2020, not as many parents and students wanted to participate in the services and programs.

Participation rates on the parent surveys were lower than usual due to them not having access to the surveys in a paper format, they were only able to complete them online.

Successes:

We were still able to provided motivational items to our students to encourage engagement and appropriate behaviors.

All necessary books, supplies, and curricular items that students and staff needed in order to complete standards based work, were purchased and provided to them.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	\$34,000	27,000	No
Deep Cleaning and Disinfecting of Campus	\$6,000	5,500	No
Purchase of necessary Personal Protective Equipment for students and staff	\$15,000	15,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The only substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was actually implemented and/or expended is a \$7,000 difference in pay for the Certified Nurse Assistant that was brought on to support health and safety measures. We originally budgeted for \$34,000 and only \$27,000 will be used. This difference was due to the nurse not working as many days as originally anticipated because of school closures that occurred in December when there was a rise in COVID cases.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Challenges:
 Student attendance was low and inconsistent during small group cohorts (September-April)
 Inconsistent internet problems causing connection and discussion difficulties for students/teachers who are in-person and students who are online
 Home environment causing distractions for students who remained in Distance Learning
 Low engagement/participation for some students

Students logging on late due to no tardy policy to reinforce
Keeping Zoom students engaged while teaching in-person students in a hybrid setting

Successes:

Special population groups were able to get the needed in person support
Individualized assistance for any struggling students
Seamless reopening into a hybrid model
Reconnection with students withdrawn in online setting
Student and teacher emotional and social reconnections
Higher student engagement for in-person students
More student academic progress

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 115 additional Chromebooks	\$23,000	23,000	Yes
Online learning programs for effective remote Math and ELA instruction: Accelerated Reader, Spelling City and NextGen Math	\$9,500	9,500	Yes
40 WiFi Hotspots to ensure connectivity for all students	\$8,000	8,000	Yes
Annual Subscription for Zoom	\$1,700	1,700	No
Hiring of additional part-time SPED teacher and promoting part-time SPED aide to full-time	\$50,000	50,000	No
SPED Program Staff and Services	\$180,000	160,000	No
ELD Program Staff and Services	\$88,000	88,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The only substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was actually implemented and/or expended is a \$20,000 difference for SPED Program Staff and Services. We originally budgeted for \$180,000 and only \$160,000 will be used. This difference was due to a few different reasons. One being that the cost of Speech services we receive through our vendor, decreased due to the fact that they were 100% virtual. In addition, we had one parent refuse virtual APE services and another refuse virtual Speech services for most of the school year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Challenges:
 Home environment causing distractions for students
 Inconsistent internet problems causing connection and discussion difficulties for students

Older Chromebooks needed to be upgraded/had issues during the initial transition to Distance Learning
Zoom students show lower participation and have less academic progress
Hybrid students have high participation and show more academic progress
Reaching students on Zoom who are non-responsive or not logging onto Zoom
Adults at home helping excessively with work which makes it difficult to know how students are really doing

Successes:

Students able to continue receiving ELD and SPED support & services
Teachers and staff continued to provide tutoring and SEL support to students
Quick transition to online learning and curriculum
Chromebooks and hotspots distributed to students in need
Hybrid students have high participation and show more academic progress
Roles and responsibilities are clearly defined
Support provided to students in person and online

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Saturday School program to support students with learning loss and intervention	\$31,000	19,000	Yes
NWEA MAP Online Assessment Program to monitor student's performance in ELA and Math	\$2,500	2,100	Yes
Participation in the Latino Literacy Program, including parent training classes	\$2,000	2,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The only substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was actually implemented and/or expended is a \$12,000 difference for Saturday School. We originally budgeted for \$31,000 and only \$19,000 will be used. This difference was due to low enrollment so not as many teachers were needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Challenges:

- Students not showing up to tutoring, intervention, or Saturday Learning Academy (especially in the 3-5 grade)
- Of the students that were identified as needing Tier 2 and Tier 3 intervention and support, 0% made any progress or moved down a tier that did not attend tutoring, intervention, and/or Saturday Learning Academy.
- Students not attending class consistently and/or logging in late or leaving early
- Finding creative ways to motivate and engage students
- Lack of work completion and students not taking their assessments
- Lack of hands-on support for students that really needed it and benefited from it
- By the Spring, we had an increase of 10 new students in Math and 12 new students in ELA that fell in the Tier 2 or 3 in the Spring in grades 3rd-5th.

Successes:

- On campus small group instruction for SPED population
- Tutoring and intervention weekly
- Saturday Learning Academy for Tier 2 and 3 students
- Office Hours for extra support
- Using assessments and benchmarks to identify tier 3 and 2 students
- Breakout rooms in Zoom to work with teacher and/or aides and paraprofessionals
- 22% of our students who were a Tier 2 or 3 in the Fall dropped 1 tier or is no longer in Tier 2 or 3 in the Spring (ELA)
- 20% of our students who were a Tier 2 or 3 in the Fall dropped 1 tier or is not longer in Tier 2 or 3 in the Spring (Math)
- Of the students that did make progress, were the ones that were consistently attending and participating in tutoring and attending our Saturday Learning Academy
- Able to provide a second adult to all teachers upon returning to campus in order to better support students

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Challenges:

Lack of socialization between students on Zoom (students say they miss their friends)

Students who are new to the school mention that they don't have any friends since they couldn't socialize with other students as much while in Distance Learning

Not being able to engage or access students who were exhibiting poor attendance

Students not attending their counseling or other support service sessions

Successes:

Adoption and implementation of Zones of Regulation SEL program

Zones of Regulation daily check-in with students

Socialization between students in person (students seem happier)

Implementation of Care Solace program for students, families, and staff providing access to mental health and other community resources

Continued offering counseling services to students and families

Provided Winter Care Packages to all students

Assigned staff members groups of students to check in with daily/weekly

Transitioned the Home Visit program to a virtual format, high participation rate

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Challenges:

Lower family engagement as the year went on

Low attendance at parent workshops provided by school staff

Student engagement on Zoom dropped as the year went on and as some students started to return to in-person learning

Low parent participation in parent/teacher conferences

Parent survey participation rates dropped drastically

Successes:

Higher family engagement at the beginning of the year

High participation in drive-through events

High participation for Town Hall meetings and reopening surveys

Teachers and staff members assigned groups of students to check in with regularly
Transitioned the Home Visit program to a virtual format, high participation rate

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Challenges:

Participation was low during school closure so we combined with another local MSA rather than us both supplying meals to the same area

Successes:

Able to provide meals to all students through the entire school closure period and currently

Students were given breakfast and lunch for 5-7 days at a time

Families provided meal kits during the school holiday breaks

No cost and meals provided to anyone under the age of 18 helped with food security during a stressful time for our families and community

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	\$700	700	Yes
Mental Health and Social and Emotional Well-Being	Participation in LACOE's PBIS Program 2020-21	\$2,500	2,500	Yes
Mental Health and Social and Emotional Well-Being	School Psychologist Salary (shared with another school-site)	\$28,800	28,800	No
Mental Health and Social and Emotional Well-Being	Counseling for students & families through Mitchell Family Clinic	\$13,000	3,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The only substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was actually implemented and/or expended is a \$10,000 difference for Counseling Services through Mitchell Family Clinic. We originally budgeted for \$13,000 and only \$3,000 will be used. This difference was due to the school closure and all services being held virtually, students and parents were not as willing to participate.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA-7, our in-person instruction has been strengthened with incorporating more technology use into the classroom and daily instruction. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance

Learning program has been made easy with the purchases of chrome books, hotspots, and extra teaching devices like iPads, cameras, and accessing our online curriculum with more ease. To support the learning loss of students, we have increased interventions from weekly after school tutoring to including Saturday Learning Academy opportunities, small groups and parent, teacher, student office hours. We have increased the number of Saturday Learning Academy sessions and purchased an additional supplemental curriculum supporting math and ELA. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

- Continually to use informal and formal assessments (benchmarks, MAP, IAB, IXL, teacher observations, curriculum assessments, online program assessments)
- student meeting growth targets
- using data to measure growth by various subgroups (school-wide, ELD, SPED, SED, Hispanic,)
- Provide intervention and enrichment programs and hire of paraprofessionals to support student needs.
- Push in and Pull out support for our students specific needs
- Focus on student engagement and social emotional well-being

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The only substantive differences between the planned actions and services and what was actually implemented and/or expended are as follows:

- A \$12,000 difference for Saturday School. We originally budgeted for \$31,000 and only \$19,000 will be used. This difference was due to low enrollment so not as many teachers were needed.
- A \$20,000 difference for SPED Program Staff and Services. We originally budgeted for \$180,000 and only \$160,000 will be used. This difference was due to a few different reasons. One being that the cost of Speech services we receive through our vendor, decreased due to the fact that they were 100% virtual. In addition, we had one parent refuse virtual APE services and another refuse virtual Speech services for most of the school year.
- A \$7,000 difference in pay for the Certified Nurse Assistant that was brought on to support health and safety measures. We originally budgeted for \$34,000 and only \$27,000 will be used. This difference was due to the nurse not working as many days as originally anticipated because of school closures that occurred in December when there was a rise in COVID cases.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA-7, our in-person instruction has been strengthened with incorporating more technology use into the classroom and daily instruction. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of chrome books, hotspots, and extra teaching devices like iPads, cameras, and accessing our online curriculum with more ease. To support the learning loss of students, we have increased interventions from weekly after school tutoring to including Saturday Learning Academy opportunities, small groups and parent, teacher, student office hours. We have increased the number of Saturday Learning Academy sessions and purchased an additional supplemental curriculum supporting math and ELA. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders.

Looking ahead to our 2021-22 through 2023-24 LCAP, we have made several decisions based on the needs assessments, survey reflections and student data. To help address learning loss we are creating two part-time intervention teacher positions, one for ELA and one for Math, increasing our part-time ELD aide to full-time, and adopting more supplemental and intervention programs. In order to increase pupil and family engagement and outreach as we transition back to a more normal school setting, we will be hiring a PACE coordinator to increase meeting frequency with all our stakeholders. We will also be hiring a part-time IT Coordinator to assist with all the new blended learning needs such as devices and programs that we are planning on continuing to use as we return to campus. These are some of the ways our analysis and reflection of 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan informed the development of our upcoming LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,981,648.00	2,008,586.50
	13,240.00	10,000.00
LCFF	1,686,990.00	1,739,718.50
LCFF Base	68,900.00	58,300.00
LCFF Supplemental and Concentration	96,418.00	89,718.00
Title I	116,100.00	110,850.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,981,648.00	2,008,586.50
	205,880.00	186,000.00
1000-1999: Certificated Personnel Salaries	1,179,918.00	1,166,634.50
1000-3000: Salary and Benefits	2,000.00	0.00
2000-2999: Classified Personnel Salaries	197,000.00	202,000.00
3000-3999: Employee Benefits	306,000.00	388,252.00
4000-4999: Books And Supplies	39,000.00	36,000.00
5000-5999: Services And Other Operating Expenditures	51,850.00	29,700.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,981,648.00	2,008,586.50
		13,240.00	10,000.00
	LCFF	187,640.00	176,000.00
	Title I	5,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,103,500.00	1,088,466.50
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	66,418.00	66,418.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00	11,750.00
1000-3000: Salary and Benefits	Title I	2,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	120,000.00	125,000.00
2000-2999: Classified Personnel Salaries	Title I	77,000.00	77,000.00
3000-3999: Employee Benefits	LCFF	250,000.00	332,252.00
3000-3999: Employee Benefits	LCFF Base	20,000.00	20,000.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	16,000.00	16,000.00
3000-3999: Employee Benefits	Title I	20,000.00	20,000.00
4000-4999: Books And Supplies	LCFF	3,000.00	3,000.00
4000-4999: Books And Supplies	LCFF Base	34,000.00	31,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	2,000.00	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	22,850.00	15,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	14,900.00	7,300.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	12,000.00	5,300.00
5000-5999: Services And Other Operating Expenditures	Title I	2,100.00	2,100.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	473,958.00	426,315.50
Goal 2	1,348,140.00	1,429,071.00
Goal 3	159,550.00	153,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$55,000.00	\$47,500.00
Distance Learning Program	\$360,200.00	\$340,200.00
Pupil Learning Loss	\$35,500.00	\$23,100.00
Additional Actions and Plan Requirements	\$45,000.00	\$35,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$495,700.00	\$445,800.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$55,000.00	\$47,500.00
Distance Learning Program	\$231,700.00	\$211,700.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$28,800.00	\$28,800.00
All Expenditures in Learning Continuity and Attendance Plan	\$315,500.00	\$288,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$128,500.00	\$128,500.00
Pupil Learning Loss	\$35,500.00	\$23,100.00
Additional Actions and Plan Requirements	\$16,200.00	\$6,200.00
All Expenditures in Learning Continuity and Attendance Plan	\$180,200.00	\$157,800.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Meagan Wittek Principal	mwwittek@magnoliapublicschools.org (818) 886-0585

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-7's mission is to provide a college motivating educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 currently has 292 students in grades TK-5, and mainly draws enrollment from Northridge, Reseda, CA and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-7 serves face economic challenges. MSA-7 has a diverse enrollment, including 67.4% Hispanic/Latino, 16% White, 76.3% Socioeconomically Disadvantaged, 11.6% Special Education, and 32.5% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out of school resources links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-7 data manager, administration team, survey results and annual site visit auditors from LAUSD provided data and information available.

Due to school closures and pauses on state testing enforced in response to the COVID-10 Pandemic, there is no updated California Dashboard data. The data below is from the most recent Dashboard data available and identified areas of strength:

- Suspension Indicator on the California Dashboard is at a blue or very low rate and continues to maintain this measure
- English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this measure
- English Language Arts indicator on the California Dashboard is orange and all students made improvement from the spring of 2018 to fall of 2018.
- Mathematics indicators on the California Dashboard is also orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH according to the 2018 SBAC results.

In terms of organizational, management, and programs area, LAUSD Charter School Department Site visitors gave MSA-7 a score of 4 and a 3 for Student Achievement and Educational Performance.

Some additional successes our school accomplished this year include:

- 100% of our students had access to all curricular and technology items needed to access their academic program during distance learning and hybrid learning
- 100% of our students have created and/or demonstrated a STEAM focused project this year as well as completed a Computer/Technology class.
- Maintained an ADA rate above 95%, with it most recently as high as 97% and a chronic absenteeism rate of 7.8%
- Stakeholder approval rates of 81% for students, 99% for families, and 97% for staff

MSA-7 seeks to continually develop professional learning opportunities for all stakeholders in the areas of academic and socioemotional development. Potential trainings include development in growth mindset, culturally responsive teaching, trauma informed instruction, PBIS, addressing learning loss, and more. MSA-7 continues to be proud of their efforts to develop the capacity of special populations such as English Language Learners and SPED students. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. In the classroom, students are introduced to all components of common core education model.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

MSA-7 data manager, administration team, survey results and annual site visit auditors from LAUSD provided data and information available.

Due to school closures and pauses on state testing enforced in response to the COVID-10 Pandemic, there is no updated California Dashboard data. The data below is from the most recent Dashboard data available and identified areas of need in order to close the achievement gap:

- Mathematics indicator on the California Dashboard is at orange or low for all student groups. Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.
- English Language Arts indicator on the California Dashboard is at orange or low for all students. Again, Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.

We know that all of our students are going to need additional support and interventions as we return to school next year to mitigate the learning loss caused by the school closures. However, looking at data including MAP assessments, benchmarks, reading levels, and classroom grades, we know that our students identified as English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students present a higher level of need. Some plans to address these needs include:

- Summer Learning Academy
- Saturday Learning Academy
- Hiring an intervention teacher to support students and teachers in ELA and Math
- Adopting the supplemental program, IXL for data monitoring and basic skills practice
- Adopting a benchmark program for TK-2nd
- Making a part-time ELD paraprofessional full time
- Making a part-time SPED teacher full time
- Extending the school year by 5 days
- Partnering with an outside tutoring agency to provide extra support to students and parents
- Providing parent workshops in SEL and academics

Some additional identified areas of need include:

- Per student and staff surveys, there is a need more enrichment programs such as sports and art
- Per staff and parent surveys, facility and playground upgrades are needed
- Providing students with the opportunity to participate in accelerated/advanced math programs
- More informal observations and coaching sessions for staff as conducted by administration

MSA-7 seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics and to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site based orientation that addresses school and individual needs, mentorship program with a seasoned staff members on site, and other factors that are currently being developed to support teachers as they transition themselves and students back to campus.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- An emphasis on adopting and implementing instructional, curricular, and technology items and programs that will continue to deliver a standards-based education to all students but with an emphasis on addressing learning loss and gaps in student learning. (Goal 1, Action 2)
- Continuing to provide clean and safe facilities that support learning, with an additional emphasis on health and safety as students return to campus, including the hiring of an additional custodian and CNA as well as prioritizing facility and playground upgrades and improvements. (Goal 1, Action 2)
- Prioritizing MTSS Academic support through enrichment, intervention, and student support by hiring an ELA & Math Intervention Teacher and expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs (Goal 2, Action 3)
- Increasing the level of support for students with IEPs and the school's SPED program including the hiring of another full time RSP teacher. (Goal 2, Action 5)
- The need to continue to improve our designated/integrated English Learner services by adding a full-time ELD paraprofessional to support EL students. (Goal 2, Action 4)
- Expanding STEAM and GATE programs for students to participate in. (Goal 3, Action 2)
- Expanding our PE & Health and sports activity programs for students based on stakeholder feedback. (Goal 3, Action 4)
- Creating additional programs and activities that support a comprehensive educational program for all students we serve. (Goal 3, Action 5)
- Hiring a PACE Coordinator to better assist us with building partnerships with families for student outcomes. (Goal 4, Action 2)
- Focusing on MTSS in relation to PBIS and SEL support for students by providing counseling and positive behavior intervention support services to our students. (Goal 4, Action 3)

Other highlights include:

- Improving internet infrastructure to support teacher and student technology needs
- Adopting a new TK-2nd benchmark program to collect accurate data
- Partnering with an outside tutoring service to provide extra support to students
- Extending the school year 5 additional days
- Providing staff with necessary professional development opportunities in the areas of academics, behavior, and SEL, including training in Culturally Responsive Teaching and Implicit Bias
- Playground and facility improvements and upgrades
- Increased opportunities for parent workshops in academics and mental health support

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other 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 annual LCAP.

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include ten PTF/PAC meetings, four SSC meetings, three ELAC meetings, several parent activities/events, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 30 virtual home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

School Site Council & ELAC Feedback:

11/17/20

- Parents like to see Saturday school to support student learning and setbacks
- Parents are excited about the new MyOn reading resource to help students get access to free books online to encourage reading growth

2/24/21

- Parents are thankful and grateful for the options of how their students will learn and that they are not feeling forced in any way.

5/14/21 - discussion on ELOG funds

- Parents would like the additional funding to go towards additional support and aides for the students.
- Parents are grateful for the hard work and support of the staff and teachers

- Parents would like if possible funds to be used for campus maintenance
- Parents would like to increase parent academy funding and resources

Stakeholder Survey Feedback Summary:

- Strengths/Successes

1. Students approval rating for Safety increased 12 points since last year
2. Family approval rating for Climate of Support for Academic Learning is 100%, up 2 points since last year
3. Staff approval rating for both Safety and Sense of Belonging (School Connectedness) increased by 7 points

- 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 by all three stakeholder groups. We were proud to see this since we worked hard through our LACOE PBIS program to improve our Discipline systems based on lower approval ratings in this area from last year's responses. We were also relieved to see that all stakeholders had high approval ratings for Climate of Support, knowing what a challenging year this was for all. We are glad to see that they felt supported throughout the school year.

- Most Proud

We are most proud that all our stakeholders approve positively of our Climate of Support for Academic Learning. We take great pride in the amount of academic and SEL support that is given to all of our students and have worked hard during this unprecedented year to transition our programs to an online setting. We were also very proud to see the large increase in approval ratings from students regarding Safety and from staff for School Connectedness.

- Maintain or Build Upon

We will continue to build upon this climate of support by having meaningful reflection conversations with staff in order to get a clear and true understanding of how we can best support our students with learning loss and their transition back to in person learning. We'd like to maintain the feeling of connectedness and belonging that all of our stakeholder groups feel.

- Identified Needs

1. Climate of Support for Academic Learning-

Although the student approval rating for this topic increased by 2 points, it was the lowest of the three stakeholder groups (80%). We were pleased to see an increase but feel the rating would have been higher if we had been in person this year and able to provide the full level of support our students are used to. We also feel they struggled with understanding what some of the questions were asking.

2. 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 an increase for all stakeholder groups this year. There was a 4 point increase for students, a 1 point increase for families, and a 2 point increase for staff. We are also aware that this area looked very different this year in the Distance Learning setting.

3. Safety-

Last year, the low ratings for Safety by students and staff was alarming for us and something we wanted to prioritize this school year. With the school closures due to COVID-19, it became even more of a priority to ensure all health and safety guidelines were in place for all stakeholders. We were appreciative of the increase we saw in approval ratings for Safety by all except families, which decreased by 2 points. We do think that once they return and see the protocols that have been put into place, this will change. Students increased their approval rating for Safety by 12 points and staff by 7 points.

4. Sense of Belonging (School Connectedness)-

Although we saw a rather large increase in approval ratings for this topic this year, it was still our second lowest area with students, 77% and staff, 96%. We were very grateful to see a 7 point increase in this area from our staff as we were worried they may feel even more disconnected in this Distance Learning setting. Our team worked hard all year to engage and connect with one another, our students, families, and each other and I believe these rates attest to that. We're not surprised that the students were the lowest of the three groups since they have been apart from their school community for over a year.

SELPA Feedback:

Our SELPA recommended that we include an action in our LCAP specific to students with disabilities to describe how academic and social-emotional supports would be provided. They also recommended that we include the students with disabilities group in our LCAP metrics and provide specific data. Based on feedback from the LAUSD SELPA, we included a new action in our LCAP specific to students with disabilities. See Goal 2: Action 5. This action summarizes support and services for students with disabilities.

Next Steps Based on Survey Feedback:

Although it is important to acknowledge and take all suggestions into consideration, we have chosen five that we would like to put the most focus and attention into. These five were selected due to the number of times they were mentioned in the surveys, them being a concern for us as well, and our ability to actually implement change. For example, a student requested we make the playground floor into a large trampoline, we know this is not a possibility. Below are the five we have selected and the steps we will take to address them.

1. Bullying - work with PBIS team, LACOE, and Dr. Lopez to continue to develop systems and programs for reporting bullying and helping students identify acts of bullying vs. peer conflict
2. Playground and facility upgrades - a lot of progress has already been made in this area this school year such as painting and repairing the playground equipment and benches, painting the school cafeteria, and replacing the office and computer lab doors. Next is to gather quotes and start work for replacing classroom doors and windows as needed, working with parents to raise funds for playground shading and upgrade the internet system. In addition to facility improvement projects, we will continue to hold conversations with all required stakeholders on possible growth opportunities for our campus
3. Lack of resources for non-IEP students - we will look into the possibility of hiring more staff to focus on intervention and enrichment for general education students including plans for hiring an instructional coach
4. Drop-off procedures - we have revised our procedures for reopening and return to campus and will work with Valet Committee to revise long term plans based on feedback of these temporary changes
5. More enrichment programs needed (art, science, sports) - continue to build enrichment programs and create opportunities for students to participate in (math/science olympiads, spelling bees, etc.); we will work with the PE teacher to create sports focused clubs, and work with art coordinator to develop more VAPA clubs/activities

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- An emphasis on adopting and implementing instructional, curricular, and technology items and programs that will continue to deliver a standards-based education to all students but with an emphasis on addressing learning loss and gaps in student learning. (Goal 1, Action 2)
- Continuing to provide clean and safe facilities that support learning, with an additional emphasis on health and safety as students return to campus, including the hiring of an additional custodian and CNA as well as prioritizing facility and playground upgrades and improvements. (Goal 1, Action 2)
- Prioritizing MTSS Academic support through enrichment, intervention, and student support by hiring an ELA & Math Intervention Teacher and expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs (Goal 2, Action 3)
- The need to continue to improve our designated/integrated English Learner services by adding a full-time ELD paraprofessional to support EL students. (Goal 2, Action 4)
- Expanding STEAM and GATE programs for students to participate in. (Goal 3, Action 2)
- Expanding our PE & Health and sports activity programs for students based on stakeholder feedback. (Goal 3, Action 4)
- Creating additional programs and activities that support a comprehensive educational program for all students we serve. (Goal 3, Action 5)
- Focusing on MTSS in relation to PBIS and SEL support for students by providing counseling and positive behavior intervention support services to our students. (Goal 4, Action 3)

Other areas include:

- Improving internet infrastructure to support teacher and student technology needs
- Partnering with an outside tutoring service to provide extra support to students
- Extending the school year 5 additional days
- Playground and facility improvements and upgrades
- Increased opportunities for parent workshops in academics, attendance and mental health support

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 1				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$19,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall,</p>	\$209,804.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$582,321.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$11,000.00	Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$495,371.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 90%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 68%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 63%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 63.0				2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 44.54% English Learners: 0.00% Socioeconomically Disadvantaged: 37.50% Students with Disabilities: 25.00% Hispanic: 34.57% White: 85.71% 				2022-23: <ul style="list-style-type: none"> All Students: 51.00% English Learners: 10.00% Socioeconomically Disadvantaged: 44.00% Students with Disabilities: 35.00% Hispanic: 41.00% White: 87.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 7.7 points below standard 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 1.0 point below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> English Learners: 16.0 points below standard Socioeconomically Disadvantaged: 13.0 points below standard Students with Disabilities: 40.0 points below standard Hispanic: 16.0 points below standard White: 64.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 36.6% English Learners: 28.3% Socioeconomically Disadvantaged: 33.9% 				2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% Socioeconomically Disadvantaged: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 47.4% Asian: 38.9% Hispanic: 33.9% White: 50.0% 				<ul style="list-style-type: none"> Students with Disabilities: 60.0% Asian: 60.0% Hispanic: 60.0% White: 60.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 32.14% English Learners: 3.45% Socioeconomically Disadvantaged: 25.61% Students with Disabilities: 25.00% Hispanic: 24.10% White: 57.14% 				2022-23: <ul style="list-style-type: none"> All Students: 38.00% English Learners: 13.00% Socioeconomically Disadvantaged: 32.50% Students with Disabilities: 35.00% Hispanic: 32.00% White: 59.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 32.1 points below standard English Learners: 54.7 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 24.0 points below standard English Learners: 47.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> • 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 				<p>below standard</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 37.0 points below standard • Students with Disabilities: 50.0 points below standard • Hispanic: 38.0 points below standard • White: 9.0 points above standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 23.3% • English Learners: 6.4% • Socioeconomically Disadvantaged: 20.5% • Students with Disabilities: 9.5% • Asian: 33.3% 				<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 60.0% • Asian: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 18.3% White: 33.3% 				<ul style="list-style-type: none"> Hispanic: 60.0% White: 60.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 46.4%				2022-23: (2023 Dashboard) 49.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 1.1%				2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 34.62% English Learners: 6.25% Socioeconomically Disadvantaged: 23.53% Hispanic: 25.00% 				2022-23: <ul style="list-style-type: none"> All Students: 40.00% English Learners: 15.00% Socioeconomically Disadvantaged: 30.00% Hispanic: 33.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,196,490.00	No
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and</p>	\$28,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II Amount: \$11,741 		
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p>	\$506,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Certificated Admins: Resource: Title I; Amount: \$12,700 • Instructional Aide salary and benefits: Resource: Title I; Amount: \$30,732 • Benefits: Resource: Title I; Amount: \$17,798 • Educational Software: Resource: Title I; Amount: \$16,700 		
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely</p>	\$103,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p>	\$503,484.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 0%				2023-24: 5%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or	\$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software - Resource: Title I; Amount: \$1,200 		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p>	\$76,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$92,934.00	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity,</p>	\$199,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	10				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 15				2023-24: 10
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 13.7%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.09%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.8%				2023-24: 9.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 92.3% Families: 65.4% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 81% Families: 99% Staff: 97%				2023-24: Students: 80% Families: 100% Staff: 95%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 87%				2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite</p>	\$139,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title I, Part A; Amount: \$1,500 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership,</p>	\$72,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000 • Certificated Pupil Support Salaries and Benefits; School Psychologist: Resource: Title IV, Part A ESEA; Amount: \$10,109 		
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p>	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$10,500.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.91%	\$674,066

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and

improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students

and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in

increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,848,577.00	\$1,002,579.00		\$400,352.00	\$4,251,508.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,692,028.00	\$1,559,480.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$19,500.00				\$19,500.00
1	2	All	Instructional materials and technology	\$132,100.00	\$10,000.00		\$67,704.00	\$209,804.00
1	3	All	Clean and safe facilities that support learning	\$280,741.00	\$210,000.00		\$91,580.00	\$582,321.00
1	4	Low Income	Healthy and nutritious meals	\$11,000.00				\$11,000.00
1	5	All	Well-orchestrated Home Office support services	\$495,371.00				\$495,371.00
2	1	All	Broad course of study and standards-based curriculum	\$1,161,198.00	\$35,292.00			\$1,196,490.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$9,000.00	\$7,500.00		\$11,741.00	\$28,241.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$268,771.00	\$124,075.00		\$113,858.00	\$506,704.00
2	4	English Learners	Designated and integrated ELD programs	\$103,411.00				\$103,411.00
2	5	Students with Disabilities	Support for students with disabilities		\$422,733.00		\$80,751.00	\$503,484.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				\$1,200.00	\$1,200.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$76,906.00				\$76,906.00
3	4	Low Income	Physical education, activity, and fitness	\$92,934.00				\$92,934.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$10,200.00	\$189,559.00			\$199,759.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$115,562.00	\$3,420.00		\$20,409.00	\$139,391.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$59,883.00			\$13,109.00	\$72,992.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$1,500.00				\$1,500.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$10,500.00				\$10,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$759,667.00	\$1,244,538.00
LEA-wide Total:	\$759,667.00	\$1,244,538.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$11,000.00	\$11,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	\$28,241.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,771.00	\$506,704.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$103,411.00	\$103,411.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,200.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,906.00	\$76,906.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$92,934.00	\$92,934.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,200.00	\$199,759.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,562.00	\$139,391.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,883.00	\$72,992.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,500.00	\$10,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy-Bell
CDS Code:	19-64733-0122747
LEA Contact Information:	Name: Jason Hernandez Position: Principal Email: jhernandez@magnoliapublicschools.org Phone: (323) 826-3925
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,536,254
LCFF Supplemental & Concentration Grants	\$1,050,153
All Other State Funds	\$852,289
All Local Funds	\$20,000
All federal funds	\$741,224
Total Projected Revenue	\$6,149,767

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,131,448
Total Budgeted Expenditures in the LCAP	\$6,131,448
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,722,395
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,437,940
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,110,283

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$672,242
2020-21 Difference in Budgeted and Actual Expenditures	\$-327,657

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	As explained in the LCP analysis, the main difference is due to the number of projected distance learning staff and their salaries. It was determined that additional salary increases were not necessary and savings were used to support actions and services that contribute to unduplicated

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

students. The planned actions and services were fully provided to high needs students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

CDS Code: 19-64733-0122747

School Year: 2021-22

LEA contact information:

Jason Hernandez

Principal

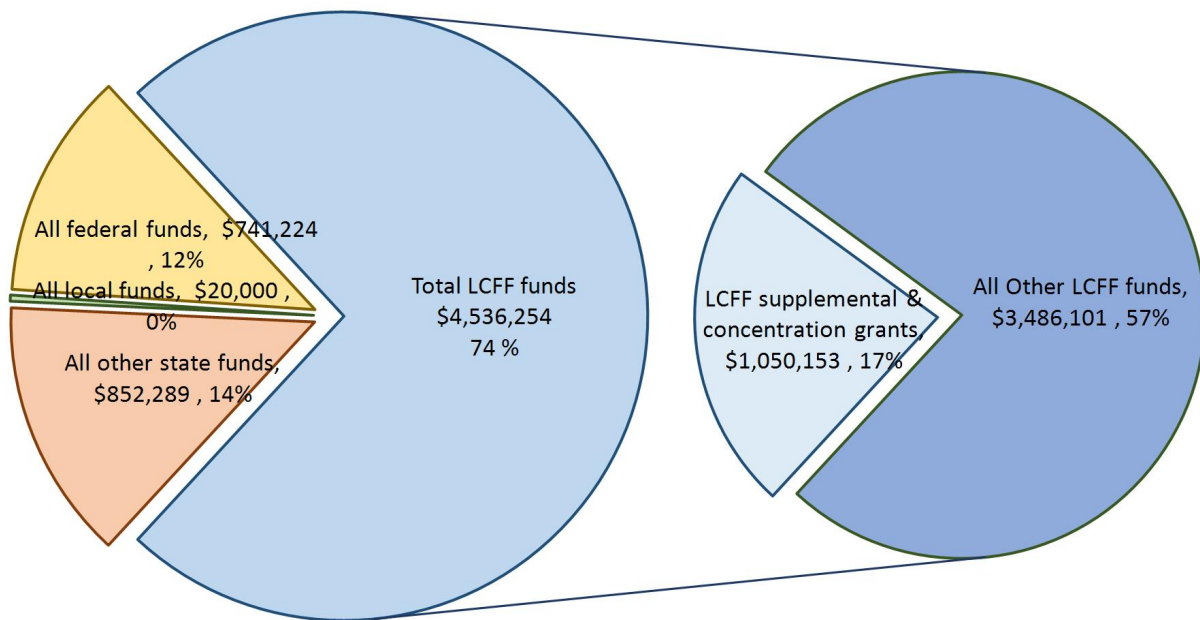
jhernandez@magnoliapublicschools.org

(323) 826-3925

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



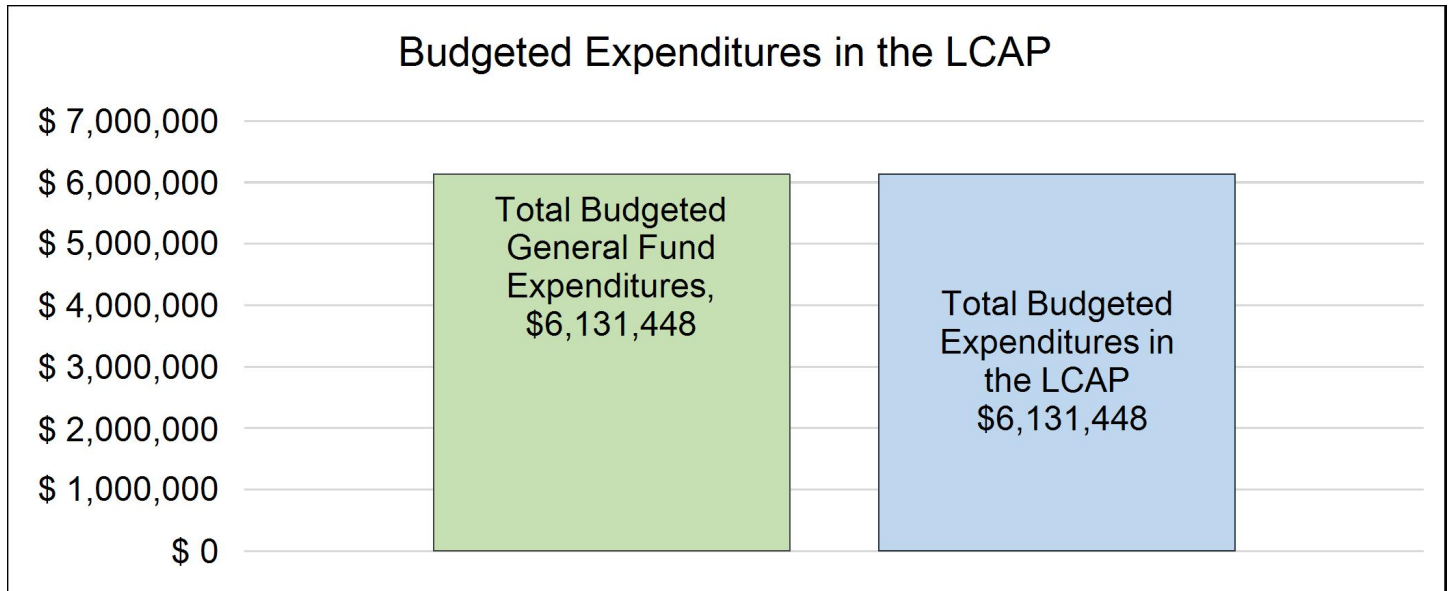
This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-Bell is \$6,149,767, of which \$4,536,254 is Local Control Funding Formula (LCFF), \$852,289 is other state funds, \$20,000 is local funds, and

\$741,224 is federal funds. Of the \$4,536,254 in LCFF Funds, \$1,050,153 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-Bell plans to spend \$6,131,448 for the 2021-22 school year. Of that amount, \$6,131,448 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

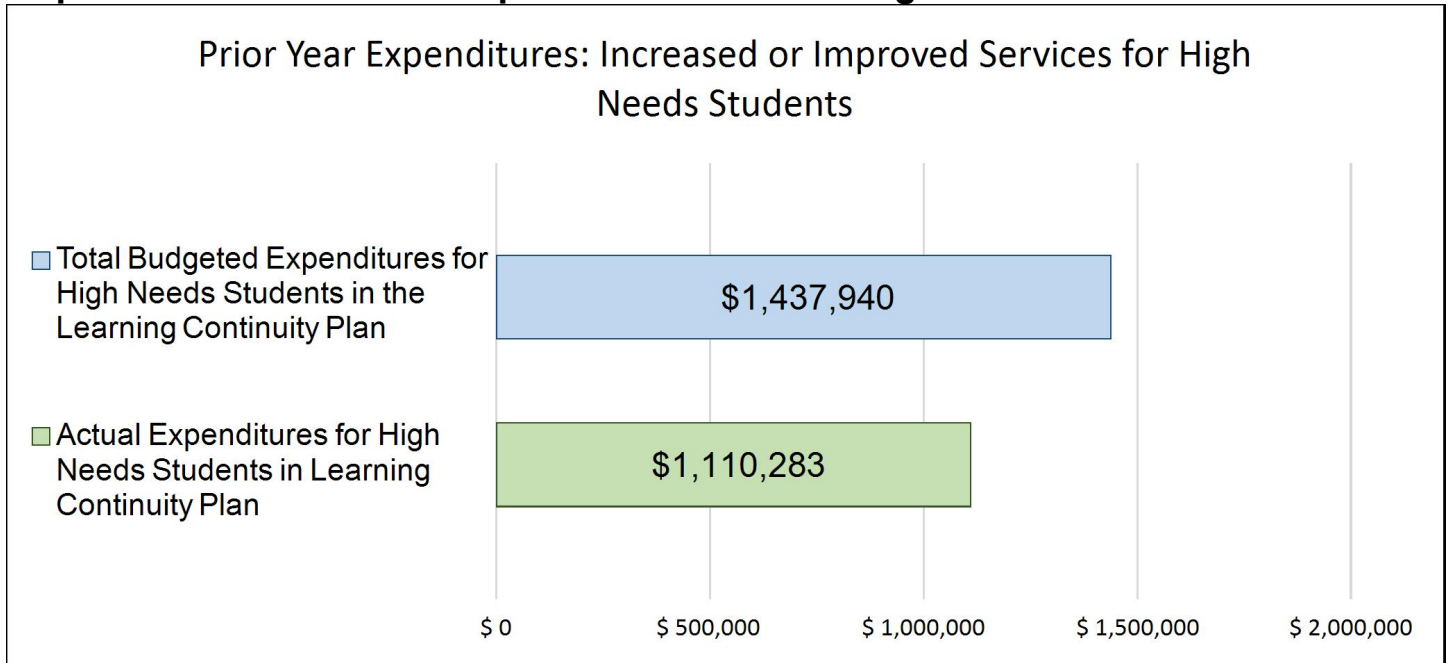
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-Bell is projecting it will receive \$1,050,153 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-Bell plans to spend \$1,722,395 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Magnolia Science Academy-Bell's Learning Continuity Plan budgeted \$1,437,940 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent \$1,110,283 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference is due to the number of projected distance learning staff and their salaries. It was determined that additional salary increases were not necessary and savings were used to support actions and services that contribute to unduplicated students. The planned actions and services were fully provided to high needs students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Jason Hernandez Principal	jhernandez@magnoliapublicschools.org 323-826-3925

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Priorities 1: Teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 91%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20</p>	<p>2019-20: 90%</p>

Expected	Actual
<p>90%</p> <p>Baseline 85%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 50% English Learners: 10% Socioeconomically Disadvantaged: 49% Students with Disabilities: 23% Hispanic: 51% White: 39%</p> <p>Baseline 2016-17 (Baseline): All Students: 40% English Learners: 0% Socioeconomically Disadvantaged: 39% Students with Disabilities: 13% Hispanic: 41% White: 29%</p>	<p>2018-19: All Students: 43.07% English Learners: 6.67% Socioeconomically Disadvantaged: 41.84% Students with Disabilities: 14.29% Hispanic: 44.20% White: 31.71%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 8.5 points below standard English Learners: 53 points below standard</p>	<p>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</p>

Expected	Actual
<p>Socioeconomically Disadvantaged: 10 points below standard Students with Disabilities: 97.4 points below standard Hispanic: 8.1 points below standard White: 15 points below standard</p> <p>Baseline 2016-17 (Baseline): All Students: 14.5 points below standard English Learners: 59 points below standard Socioeconomically Disadvantaged: 15 points below standard Students with Disabilities: 103.4 points below standard Hispanic: 14.1 points below standard White: 21 points below standard</p>	
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 35% English Learners: 7% Socioeconomically Disadvantaged: 34% Students with Disabilities: 7% Hispanic: 36% White: 31%</p> <p>Baseline 2016-17 (Baseline): All Students: 29% English Learners: 1% Socioeconomically Disadvantaged: 28% Students with Disabilities: 1% Hispanic: 30% White: 25%</p>	<p>2018-19: All Students: 61.8% English Learners: 50.9% Socioeconomically Disadvantaged: 61.1% Students with Disabilities: 57.5% Hispanic: 61.9% White: 54.6%</p>

Expected	Actual
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected): All Students: 32% English Learners: 10% Socioeconomically Disadvantaged: 31% Students with Disabilities: 16% Hispanic: 30% White: 42%</p> <p>Baseline 2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Hispanic: 21% White: 32%</p>	<p>2018-19: All Students: 23.86% English Learners: 5.00% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: 10.20% Hispanic: 23.73% White: 24.39%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 64.7 points below standard English Learners: 106.7 points below standard Socioeconomically Disadvantaged: 64.3 points below standard Students with Disabilities: 139.7 points below standard Hispanic: 64.7 points below standard White: 57.6 points below standard</p>	<p>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 below standard</p>

Expected	Actual
<p>Baseline 2016-17 (Baseline): All Students: 70.7 points below standard English Learners: 112.7 points below standard Socioeconomically Disadvantaged: 70.3 points below standard Students with Disabilities: 145.7 points below standard Hispanic: 70.7 points below standard White: 63.6 points below standard</p>	
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 23% English Learners: 7% Socioeconomically Disadvantaged: 23% Students with Disabilities: 7% Hispanic: 23% White: 32%</p> <p>Baseline 2016-17 (Baseline): All Students: 17% English Learners: 1% Socioeconomically Disadvantaged: 17% Students with Disabilities: 1% Hispanic: 17% White: 26%</p>	<p>2018-19: All Students: 60.1% English Learners: 70.2% Socioeconomically Disadvantaged: 57.9% Students with Disabilities: 73.8% Hispanic: 59.6% White: 64.1%</p>
<p>Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p>19-20</p>	<p>2019-20: 52.7%</p>

Expected	Actual
100% Baseline 100%	
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually 19-20 >25% Baseline 44%	2019-20: 8.6%
Metric/Indicator Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives 19-20 60% Baseline 57%	2019-20: 92%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base Program A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs. B. Provide CCSS aligned materials and instruction to all students. C. Provide targeted teacher professional development to increase CCSS rigor and alignment.	(1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits LCFF Base \$2,965,364	(1000s and 3000s) - Staff Salaries 0000: Unrestricted LCFF Base \$2,965,813 (1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits Title I \$182,044.97 (1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits Title IV \$20,669.30

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>D. Develop a framework for MTSS implementation, with the main focus on Tier 1 academic and behavior support</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: MSA Bell, All Schools</p>	<p>CCSS textbooks and supplementals 4000-4999: Books And Supplies LCFF \$52,779</p> <p>CCSA PD and MTSS (5000s) 5000-5999: Services And Other Operating Expenditures LCFF \$350,000</p>	<p>(1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits After School Education and Safety (ASES) \$115,403.37</p> <p>CCSA Textbooks 4000-4999: Books And Supplies LCFF \$84,415.61</p> <p>CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base \$52,106.99</p> <p>CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$5,435.00</p> <p>CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$26,701.56</p> <p>Facility - LAUSD 5000-5999: Services And Other Operating Expenditures LCFF \$378,276.00</p>
<p>Supplemental</p> <p>A. After-Hour Intervention is made available to all students: Office Hours, ASES Academic Support, and Saturday School</p> <p>B. Cloud-Based Programs to Support and Enrichment academics for Math and ELA: MyOn, ST Math, GradeSlam</p>	<p>After-School Support (ASES stipends) 1000-3000: Salary and Benefits After School Education and Safety (ASES) \$5000</p>	<p>After-School Support (ASES stipends) 1000-3000: Salary and Benefits After School Education and Safety (ASES) \$13,460</p> <p>Educational Software 4000-4999: Books And Supplies LCFF 5192</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>C. Systematic improvements in the delivery of Tier 1 PBIS supports. Includes: Restructure of Advisory, Addition of Learning Zone for targeted intervention, Development of Schoolwide and Classroom Expectation Matrix</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s)</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Schools: MSA Bell – all schools</p>	<p>Educational Software (MyOn, Paper) 4000-4999: Books And Supplies Title I \$41,604</p>	<p>Educational Software 4000-4999: Books And Supplies Title I \$36,345.06</p> <p>Educational Software (ASES Function) 4000-4999: Books And Supplies After School Education and Safety (ASES) \$1,750.00</p> <p>Saturday School 1000-3000: Salary and Benefits Title I \$5,400</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Base Program Actions include the following: Action A: Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs.; Action B: Provide CCSS aligned materials and instruction to all students; Action C: Provide targeted teacher professional development to increase CCSS rigor and alignment.

As an organization, the effort to document all expenditures has evolved to specific details for increased accountability to stakeholders. General funds were documented for staff salaries. However, staffing salaries come from various funds.

Example 1: Title 1 is used to fund 2 positions that support learning and family outreach such as the ELD Coordinator and Director of Outreach & Community Engagement. This is vital for ensuring services to our neediest population of students (EL) and educating/informing families of programs and resources that are available to students and families.

Example 2: Title 4 is used to fund 20% of the school psychologist to assist with student SEL/mental health and provide professional development to staff and families. The pandemic has made this service vital and essential to ensure everyone has the tools necessary to produce continual positive educational outcomes.

Example 3: ASES funds are the after-school program used to support and enhance the academic school program during after hours. Funding provides a human workforce to provide enriching activities, this transitions to remote due to the pandemic. The staff transitions to provide outreach and technical support to ensure connectivity and develop a virtual after-school program that is engaging and enriching for students.

Due to the pandemic, more materials were purchased to enhance learning remoting and support instruction. Several resources such as Spanish workbooks were purchased for all participating students to enhance their learning of a foreign language. Professional Development in the form of teacher development continues to be used to support our newest teachers with credentialing. Several staff members were encouraged to continue their professional development through college programs for master's degrees in the field of education. These are vital and incurred an additional expense during this time.

Supplemental Program Actions include the following: A. After-Hour Intervention is made available to all students: Office Hours, ASES Academic Support, and Saturday School; B. Cloud-Based Programs to Support and Enrichment academics for Math and ELA: MyOn, ST Math, GradeSlam; C. Systematic improvements in the delivery of Tier 1 PBIS supports. Includes: Restructure of Advisory, Addition of Learning Zone for targeted intervention, Development of Schoolwide and Classroom Expectation Matrix

Educational software is vital for monitoring, enhancing instruction, and providing learning resources: Programs such as Paper, online 24/7 tutoring service; MyOn, virtual library of books for students; etc. Other programs that were not planned, were utilized during the Pandemic to enhance and making learning accessible such as KAMI, easyCBM, SoundTrap, Vocabulary.com, etc.

Additionally, teacher stipends were created through the usage of ASES and other additional funding sources to allow staff members to be more accessible to the learning community such as Saturday School, Extra Tutoring Sessions, or After-School program activities. These additional services and resources are intended to provide continual support to ensure that MSA Bell produces high-quality instruction, even though the pandemic has made it a challenge.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Areas of Strength:

- Academic/After-School Program shifted remotely to continue to offer similar learning opportunities as in-person instruction.
- Support Staff shifted their duties to provide outreach to follows to ensure connectivity and access to resources; deliver technical support to ensure connectivity to learning; assist with the transition to COVID protocols to open safely for families; etc.
- MTSS and PBIS training continued and teacher leaders expanded their roles and capacity to analyze and monitor student data to guide grade level team instructional practices.
- Saturday School and Additional Tutoring sessions have provided multiple points of positive interaction between teacher to student. Per survey analysis, students are aware of the supports provided and are appreciative of the work that is being done.
- Students and Instructional Staff were nimble and adaptive to the various resources that are available to enhance instruction. Students have learned to utilize several platforms such as Zoom, KAMI, Paper, SoundTrap. These are very popular among the student body.

Areas of Opportunity:

- Although students are aware of the many facets of support available, few take full advantage of the resources are opportunities. Plans are being investigated to bring awareness to families of available resources.
- Certain platforms rolled out slowly, this delayed implementation with fidelity. For example, Paper (24/7 online tutoring service) was initiated towards the end of the first semester. This was a challenge because it leads to the closing of the semester with academic projects and NWEA MAP assessments.
- ASES program has seen a drop in student interest. This might be due to the fact that students are exhausted with zoom meetings. Per stakeholder survey, students did mention frustration with online learning style.

Goal 2

INNOVATION. All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: Priority 7: MSA Bell will provide programs and services outlined in its charter petition, certain programs and

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters.</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters.</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 18%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club.</p> <p>19-20 >20%</p> <p>Baseline 20%</p>	
<p>Metric/Indicator Percentage of our graduates will receive a blended learning educational experience in their program of study.</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo.</p> <p>19-20 >80%</p> <p>Baseline 80%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. Provide an educational program that allows students to enhance their learning experience through STEAM.</p>	<p>Student Instructional Materials 4000-4999: Books And Supplies LCFF \$15,000</p>	<p>Student Instructional Materials 4000-4999: Books And Supplies LCFF \$7,963.81</p>
<p>B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring.</p>	<p>Student Instructional Materials (Electives) 4000-4999: Books And Supplies LCFF \$5,000</p>	<p>Student Instructional Materials (Electives) 4000-4999: Books And Supplies LCFF \$2,263.78</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>C. Provide access to technology that extends beyond the school walls. (Ex. Chromebooks for 6th grade)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: MSA Bell, All Schools</p>	<p>Technology Services 5000-5999: Services And Other Operating Expenditures LCFF \$7,000</p> <p>Telecommunication (Internet and Phone System) 5000-5999: Services And Other Operating Expenditures LCFF \$45,000</p> <p>Chromebooks 4000-4999: Books And Supplies LCFF \$25,000</p>	<p>Technology: iTV's 4000-4999: Books And Supplies Title IV \$14,351.67</p> <p>Technology Services 5000-5999: Services And Other Operating Expenditures LCFF \$22,440</p> <p>Telecommunication (Internet and Phone System) 5000-5999: Services And Other Operating Expenditures LCFF \$30,439.33</p> <p>Chromebooks 4000-4999: Books And Supplies LCFF \$22,477.90</p>
<p>Supplemental Services</p> <p>A. Provide counseling services to work with English Language Learners, homeless, foster youth students and parents on both social/emotional needs to build the path for college and career readiness.</p> <p>B. Provide training and regular updates to all staff in trauma informed practices.</p> <p>C. Provide essentials nourishment for all students to successful function in the learning environment by providing breakfast and lunch, through LA Café (LAUSD) services.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s)</p>	<p>Student Nutrition 4000-4999: Books And Supplies LCFF \$123,000.00</p> <p>Student Services (Counseling: CSUN & USC) 5000-5999: Services And Other Operating Expenditures Title I \$11,000</p>	<p>Student Nutrition 4000-4999: Books And Supplies LCFF \$69,961.02</p> <p>Student Services (Counseling: CSUN & USC) 5000-5999: Services And Other Operating Expenditures Title I \$3,415</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Schools: MSA Bell – all schools</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following narrative explains the financial differences and how the learning community was able to shift to support all stakeholders given the challenges of the pandemic.

- Student instructional materials shifted to virtual. Although, textbooks and other resources were distributed to students. The Learning Management System and Google Suite allowed for the transition to virtual learning. Furthermore, this transition is essential as students transition to hybrid learning, and state/local guidance discourages sharing of student supplies in the classroom.
- Technology expenditure increased to accommodate the return of students into the classroom tools such as interactive televisions, document cameras (ELMO), and web cameras (PolyStudio) were purchased to support simultaneous learning when hybrid begins.
- Other Technology expenditures increased to accommodate student connectivity. Chromebook was budgeted to replace devices that are aging, which became useful as the need for students to have a laptop increased due to the pandemic. The budget was accurate, only the intended usage shifted. The pandemic and remote learning increased the parent's need for connectivity through the Internet. MSA Bell provided hot stops to families based on the needs assessment conducted through outreach, and the growing or fluctuating needs at home.

- Student nutrition services transition to feeding pods. Since no food services were provided on campus through LAUSD, billing has been suspended at the moment. Instead, students/families were guided to various Grab N' Go locations around the neighborhood to support families.
- Student Services has also shifted due to the strict requirements of the pandemic. Through partnerships, MSA Bell was able to acquire university interns and the services of CareSolice to assist families with the growing need for mental health.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Areas of Strength:

- Strong technology background supported the transition from in-person to remote learning during the pandemic. MSA Bell had better than the 1:1 computer ratio.
- Ability to research and communicate with approved vendors lead to the acquisition of technology to continue remote learning and transition to hybrid. This included the purchases of technological tools such as Chromebooks, interactive televisions, document cameras, web cameras, hot spots, as well as cloud-based learning platforms to support and enhance learning.
- The learning community's ability to support student services increased with the engaged robust dialogue and action plans with administration and teacher leaders to analyze and monitor data to ensure student support. Additionally, a social worker intern was added to the team to support staff training and services to students. This addition will be examined further for next year to ensure an extensive team to support student's SEL, as they return to school.

Areas of Opportunity:

- Student Services and supports will need to be expanded as the need is expected to grow as students return to school. Partnerships with CareSolice, Community Family Guidance Center, and University interns will be pivotal to support students and families with the transition.
- Internet Connectivity. Although students were provided Hot Spot, this device is not a full replacement for Internet service at home. Some Hot Spot services were inconsistent based on the area of service and the number of devices connected with the student. Finding local city opportunities to provide families with home Internet will be a more viable option in the near future.

Goal 3

CONNECTION. All students, families, staff, and other stakeholders will feel a sense of community and connection.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Priority 3: MSA Bell will hold quarterly School Site Council (SSC) meetings.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year 19-20 >4 Baseline 4	2019-20: 5 (in progress)
Metric/Indicator Number of ELAC meetings per year 19-20 >4 Baseline 4	2019-20: 4 (in progress)
Metric/Indicator Number of PTF meetings per year 19-20 >5 Baseline 5	2019-20: 5 (in progress)

Expected	Actual
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 >5</p> <p>Baseline 5</p>	<p>2019-20: 5 (in progress)</p>
<p>Metric/Indicator Frequency of SIS record update</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily</p>
<p>Metric/Indicator Number of progress reports sent to families per year.</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 3 (in progress)</p>
<p>Metric/Indicator Percentage of students who have been –visited by the staff per year</p> <p>19-20 >25%</p> <p>Baseline 20%</p>	<p>2019-20: 15% (in progress)</p>
<p>Metric/Indicator ADA Rate</p> <p>19-20 >96%</p> <p>Baseline</p>	<p>2019-20: 96.93%</p>

Expected	Actual
97%	
Metric/Indicator Chronic Absenteeism Rate 19-20 <4% Baseline 4.4%	2019-20: 3.3%
Metric/Indicator Middle School Dropout Rate 19-20 <1% Baseline 0%	2019-20: 0 (in progress)
Metric/Indicator Student Suspension Rate 19-20 <1% Baseline .1%	2019-20: 0% (in progress)
Metric/Indicator Student expulsion rate 19-20 <1% Baseline 0%	2019-20: 0% (in progress)
Metric/Indicator School experience survey participation rates 19-20 Students: >90% Families: >90%	2019-20 Survey Participation Rates: Students: 97% Families: 87.3% Staff: 100%

Expected	Actual
<p>Staff: >90%</p> <p>Baseline Students: 94% Families: 100% Staff: 100%</p>	
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: >80% Families: >90% Staff: >85%</p> <p>Baseline Students: 83% Families: 96% Staff: 89%</p>	<p>2019-20 Survey Average Approval Rates: Students: 70% Families: 96% Staff: 88%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. PBIS – develop a strategy to encourage good behavior</p> <p>B. Continue to develop various methods of communication with all stakeholders</p> <p>C. Transition to installation of cloud services used on our campus (Illuminate, Parent Square, Summit Learning Platform)</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>D. Restructure after-school program, Magnolia Scholar’s Club, to better align with CASEL framework.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: MSA Bell, All Schools</p>		
<p>Supplemental Services</p> <p>A. In order to engage families and connected with all the academic aspects of our school, staff will conduct home visits.</p> <p>B. Family workshops will be created to support various aspects of adolescent and career/college readiness.</p> <p>C. Provide snacks and beverages for various family engagement educational meetings.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s)</p>	<p>Home Visits 1000-3000: Salary and Benefits Title I \$7,700</p> <p>Other Food/Professional Development and ASES 4000-4999: Books And Supplies LCFF \$3,000</p>	<p>Home Visits 1000-3000: Salary and Benefits Title I \$7,700</p> <p>Other Food/Professional Development and ASES 4000-4999: Books And Supplies LCFF \$4,238.89</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Schools: MSA Bell – all schools</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following narrative explains the financial differences and how the learning community was able to shift to support all stakeholders given the challenges of the pandemic.

- Home Visits is the innovative practice of the charter to connect families to the learning community. This has helped staff build better connections to their students and families and best plan the necessary supports to ensure whole child success. This was suspended for the remainder of the year and transitioned to virtual home visits.
- Due to the pandemic, in-person meetings were suspended. All meetings were conducted through zoom. Since families' ability to connect or be available for meetings was a challenge, short informational sessions were recorded and made accessible to families to watch and re-watch when it was most appropriate to them. Analytics monitor stakeholder engagement. This practice demonstrated success and be explored further in the following school year.
- Professional Development opportunity was expanded for the teaching staff through Kagan training. Kagan produced training to increase student engagement in the remote setting, which was most appropriate given the current circumstances.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Areas of Strength:

- Leadership distance to student homes. This leads to home visits to provide connectivity with technology or parental support.

- Provide professional development immediately based on the learning community's needs. Kagan training supported staff with professional development to support student engagement in a remote setting.
- Adaptive strategies to engage families with resources and supports through various communication means. Support staff leads an effort to ensure all families had access to some of the major platforms to engage with their child academically and communicate with the school, Illuminate, and ParentSquare. Furthermore, short informational video postings were generated for families to access at their convenience.

Areas of Opportunity:

- ASES enrollment has been a challenge to maintain and increase. Student surveys and transition to e-sports was made this year to increase enrollment. However, due to the increase of zoom time, many students have been zoom fatigue.
- Student engagement has been a challenge. Although the hybrid option has been introduced, only 18% of the student body is present in-person and a majority of students that need the in-person support has opted out.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE	47,820	72,000	Yes
High Quality Instruction: Teacher Credentialing Professional Development	21,999	32,041	Yes
Instructional Materials and Technology: Textbooks	26,244	10,858	No
Clean and Safe facilities that support learning: Facility	385,000	385,000	No
Healthy and nutritious needs: Student Meals	123,000	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following narrative explains the financial differences and reason for the financial adjustment

- Personal Protective Equipment was increased to include air purifiers, desk barriers, cleaning equipment, and other supplies to ensure the safety of all students and staff as they return to school for a hybrid.
- HQI. This expense is a combination of teachers completing their credential clearance program and allowance for continued education. The budget was adjusted to allow for tuition reimbursement. The investment in educational staff is crucial to ensure high-quality instruction as staff members continue in an educational-approved field.
- Textbook purchases. Due to the pandemic, it was necessary to transition to an electronic version of instruction materials. This includes fully utilizing the resources of the Learning Management System and the Google Educational Suite. Therefore the need for textbook materials and resources was limited.
- Facility. As of right now, this is the anticipated expense. It is expected to climb due to the workforce works required to ensure the campus is cleaned per state and local guidelines during this pandemic.
- Nutrition. Since the pandemic, LAUSD transitioned to Grab N' Go pods across various communities. Food services were closed on campus to shift support to distribution pods. As of right now, there is no further anticipate the cost for food.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Areas of Strength:

- Personal Protective Equipment has been purchased and is adequate to ensure the safety of all on campus.
- Professional Development and continued education for staff were re-emphasized. This is crucial to ensure the support and growth of all teaching staff members.
- Grab N' Go transition to campus for hybrid students has been smooth. It appears that more of the student body is taking advantage of the opportunity, which also highlights the community need.

Areas of Opportunity:

- Personal Protective Equipment that was purchased will be more than sufficient beyond the summertime. It is anticipated that much equipment will be remaining at the end of the pandemic.
- Students that are not present in person might not be fully utilizing the food services that have been made available. Having the student body on campus demonstrates that the need is high in the community.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	89,523	148,500	Yes
Online learning platforms to enhance learning and assist with mitigating learning loss through remote/distance learning that includes: [Zoom, Papers, easyCBM, GoalBooks, BrainPop, MyOn - \$42,000], NWEA MAP \$6,000, Illuminate SIS \$2,500) change Illuminate \$5,000	50,500	54,258	Yes
Purchase of equipment to ensure teachers deliver high-quality instruction through remote/distance learning	27,000	50,618	Yes
Instructional Materials and Technology: Basic Software: Zendesk, AssetWorks, etc.	2,700	1,300	Yes
Digital Literacy and Citizenship Programs: Internet Security Program	34,790	25,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following narrative explains the financial differences and reason for the financial adjustment:

- Technological equipment purchases has increased due to the immediate need to support continued education remotely and the need to support hybrid instruction. This includes purchases of additional chrome books, hot spots, educational cloud based programs, interactive televisions, web cameras, document cameras, teacher computers, and student instructional materials.
- Other expenses such as instructional materials and technology and digital literacy and citizenship programs are still ongoing until the end of the school year. It is anticipates that the budgeted amount will be used by the end of the fiscal year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Areas of Strength:

- Personal Protective Equipment has been purchased and is adequate to ensure the safety of all on campus.
- Staff ability to resource and utilize resources to ensure the best equipment is purchased for simultaneous instruction.
- Ability to assess the needs of the student body and accommodate to ensure connectivity to learning. This includes conduction of a needs access to determine students that will need Chromebooks and Hot Spots, as well as provide technical support remotely and in-person.
- Administration team and teacher leaders meet for MTSS meetings to monitor and analyze student academic progress. This process has been developed and expanded during the pandemic. This practice will continue for the 2021-22 school year.
- Utilizing several data points to monitor student's academic progress and share with faculty in order to support instructional practices and make adjustments.

Areas of Opportunity:

- Internet is a challenge for families. Although Hot Spots are provided, this is not a replacement for home Internet Services. The future plan includes identifying low-cost opportunities that families can take advantage of for this growing need.
- Student accountability at home vs. in-person. Student engagement has been a challenge and family have been frustrated with other challenges due to the pandemic. This has been a difficult year for learning and much SEL support will be needed to ensure students are able to return back to school in 2021-22.
- Building student capacity in certain skills will be re-emphasized for 2021-22. This includes essential skills such as email, calendar, etc. Per phone volumes, this has been identified as an area of opportunity.
- Student engagement has been identified as an area of opportunity. Per student surveys, it is noted that the remote setting for learning is a challenge and difficult to engage. Several teachers have expressed the same challenge, as some students are reluctant to interact through zoom sessions.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ASES program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	148,040	148,040	No
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	43,072	36,012	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	\$30,000	27,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following narrative explains the financial differences and reason for the financial adjustment:

- Expenditures are on par as expected. Summer School was less due to the remote setting and high usage of cloud based programs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Areas of Strength:

- Staff ability to resource and utilize resources to ensure the best equipment is purchased for simultaneous instruction.

- Ability to assess the needs of the student body and accommodate to ensure connectivity to learning. This includes conduction of a needs access to determine students that will need Chromebooks and Hot Spots, as well as provide technical support remotely and in-person.
- Administration team and teacher leaders meet for MTSS meetings to monitor and analyze student academic progress. This process has been developed and expanded during the pandemic. This practice will continue for the 2021-22 school year.
- Utilizing several data points to monitor student's academic progress and share with faculty in order to support instructional practices and make adjustments. A schoolwide calendar for IAB and MAP assessments has been developed and followed with fidelity.
- Creating instances such as Saturday School and Extra Tutoring Sessions have created opportunities for students to interact with adults on campus. Per the stakeholder survey, students valued this effort from the faculty.

Areas of Opportunity:

- Internet is a challenge for families. Although Hot Spots are provided, this is not a replacement for home Internet Services. Effectively monitoring data sets through state platforms such as IABs, and district platforms such as MAP assessment can be a challenge when the internet is not running to full capacity. The future plan includes identifying low-cost opportunities that families can take advantage of for this growing need.
- Student accountability at home vs. in-person. Student engagement has been a challenge and family have been frustrated with other challenges due to the pandemic. The school's struggle has been to engage all students, 100%, to develop a clear picture of learning loss and the adjustments that will need to be made schoolwide.
- Student engagement has been identified as an area of opportunity. Per student surveys, it is noted that the remote setting for learning is a challenge and difficult to engage. Several teachers have expressed the same challenge, as some students are reluctant to interact through zoom sessions and the volume of student participation has decreased in these additional opportunities.
- Small Group Support was created as an opportunity to provide dedicated individualized support with the content teacher. Although arrangements were made with families and students, many students were reluctant to participate. Several staff members made these sessions to include all students and some did take advantage of the opportunity.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Areas of Strength:

- Support Staff conducted a needs assessment to ensure connectivity to learning. Part of this needs assessment included the identification of socio-emotional support for the student and families.
- Adoption and partnership with CareSolice, Community Family Guidance Center (CFGC), and social worker (university intern) has provided many avenues of support for students and families. The goal is to capitalize on these resources and expand for the continual increase of needs.
- MTSS meetings with administration and teacher leaders have demonstrated great growth to develop monitoring data points and robust dialogue on how to support students and families.
- Wellness Surveys throughout to year to best assess the needs of students and families. This has provided follow-up opportunities.

Areas of Opportunity/Challenges:

- Due to the pandemic, it has been difficult to connect with several students to identify immediate needs.
- Due to data monitoring, site leadership has been able to identify needs and develop plans. However, this has been a challenge for implementation since most students are in a remote setting.
- Due to the increased needs and support in the area of mental health, service providers have been having a difficult challenge finding sufficient counselors to support students and families. More research will be needed to expand to additional resources within the community.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Areas of Strength:

- School Platforms have allowed a smooth transition from paper-based to electronic-based forms.
- Stakeholder meetings continue during the pandemic. However, a shift has been made to create short informational videos for families to access at their convenience.
- Support Staff role adjusted to family outreach to ensure connectivity and assess needs. Per stakeholder survey, families are appreciative of the supportive staff during the pandemic.

Areas of Opportunity:

- Stakeholder Survey participation rates were low, 41.5%. It is evident that electronic-based forms are still a challenge for our community.

- Follow-up with mental health services has been a challenge due to various unknown factors. For example, families can have challenges coordinating appointments with service providers. This is often due to the community's high need at the moment.
- Outreach challenging as the pandemic has stressed families to continue engaging with school follow-ups.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Areas of Strength:

- MSA Bell partners with LAUSD (LA Cafe) Food Services to ensure services to the student body. Due to the pandemic, services shifted to Grab N' Go distribution centers. Distribution centers were shared with families to encourage participation and provide valuable resources.
- Partnership with LAUSD Food Services has transitioned to Grab N' Go services during the hybrid model. Food provided includes lunch, supper, and next-day breakfast.

Areas of Opportunity:

- Unable to track the number of families engaged with food services. It is difficult to evaluate this need outside of the stakeholder survey.
- With the transition to hybrid, distribution pods transitioned to school site services. As of 5/17/21, only 18% of the student body participates in-person/hybrid model.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support to the neediest students as identified through internal data measuring tools. All teachers will provide essential academic support for foundational skill building.	888,655.00	606,953.60	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support for students with disabilities. Main focus will be on foundational skills.	533,900.00	437,920.40	No
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support for students with Language Acquisition Needs. Main focus will be on foundational skills.	78,881.00	56,100.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In the early developments and exploration of the Learning Loss Mitigation funding, the initial plan considered the additional funding for salaries to account for the extensive work to ensure that student learning continuum, and extensive academic supports. Especially in the academic areas of mathematics and English Language Arts and the neediest student population of English Language Learners and Students with Disabilities.

- Section 1 considered the extensive usage of English Language Arts and Mathematic teachers, as well as additional teachers that demonstrated strength and ability to support in these content areas.
- Section 2 considered the extensive support of the SPED team which includes resources specialists, psychologists, and instructional aides. The plan provided ongoing small group instruction throughout the week, and assessments/services that were deemed to be safe during the pandemic.
- Section 3 considered the extensive support of the ELD Coordinator. The instructional plan includes extended hours of training for ELPAC, small group instruction throughout the week, push-in support in the virtual setting, professional development for staff.

Upon further investigation and research, it was determined that the additional salary increase was not necessary and the funding was used to support the following:

- Programs to enhance instruction this includes program platforms and additional supports through tutoring, Saturday sessions, Summer sessions, and recovery sessions
- Purchase of supplies and equipment to ensure the health and safety protocols are in place for mitigating COVID spread in the learning community
- Technological equipment to support connectivity for students and staff
- Support of other learning mitigating loss measures

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Upon reflection and analysis of several data sets, the following includes lessons learned from the transition of in-person to distance learning to hybrid:

- The Learning Management System, Summit, was crucial to a smooth transition as it provided an online platform for curriculum and instruction, and data points related to academic progress; engagement; mentorship (SEL); and other monitoring tools to ensure continuity of instruction. The LMS will be explored further to ensure systems are in place for complete curriculum fidelity to address instructional equities.
- The importance of 'soft skills' to complement 'hard skills.' These are essential characteristics that are non-technical but relates to how the individual works and interact with others, such as communication, teamwork, and other interpersonal skills. Emphasis on these 'soft skills' will be prioritized.
- Social-Emotional Learning/Development is crucial for students returning to campus. Partnerships with Family Community Guidance Center, CareSolice, and University Interns provided need support. Based on overwhelming demand, it will be essential to explore other potential options which include expanding partnerships, utilizing social workers, and training faculty. The ability to connect students to adults is vital and the need for mentorship will be re-emphasized.
- Consider various options or opportunities to engage students through Total Participation Strategies. This is essential for social development and supporting English Language Domains.
- Review and adjust behavior expectation matrix. As students return back to campus, there will be a need to train and educate students on schoolwide expectations.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss is assessed through the various systems already in place at the school site and across the organization.

1. Learning Management System monitors student's various academic outcomes, which is used to inform instruction. Data measurements include: Power Focus Area; Overdue Projects; Cognitive Skills; Math Unit Progress; Project-Based Learning; Mentorship; and Self-Directed Learning Implementation
2. MyOn Lexile assessment. The cloud-based program provides students with access to a digital library of books for students to read. Furthermore, the platform has the ability to assess students on their Lexile levels and monitor progress schoolwide and per individual student. Therefore, adding another opportunity to monitor student academic progress.
3. Interim Assessment Blocks (IABs) are strategically placed within the course curriculum map and utilized as a unit assessment to measure student academic progress in specific domains. The school site has an internal process to assist teachers with backward planning to ensure preparation and the neediest student populations are emphasized.
4. NWEA MAP is a staple across MPS. The assessment is used 3 times throughout the school year, Fall, Winter, and Spring. MAP assessment monitors student's academic progress and informs instruction by identifying areas of strength and need. Furthermore, iXL will be implemented the following school year to provide intervention in areas of academic gaps for students. iXL integrates with NWEA MAP assessment, allowing a streamline of resources to support student learning.
5. Stakeholder Surveys and Health & Wellness Surveys. These survey tools are used to measure the school climate and assess the SEL of the learning community. The data is reviewed by leadership to inform instruction and adopt necessary changes to ensure student growth in academic and social areas.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The major difference in funding in this section is associated with the early understanding of the usage of the first round of Learning Loss Mitigating Funds. The school-site workforce was shifted to adjust to the pandemic. Staff was expected to perform duties above and beyond during this time period to ensure our families and students remain connected to the school through family education of resources, connectivity to learning, and other resources necessary to continue learning and supporting the mental well-being of all.

Funding re-shifted to support re-opening of the campus for employee office personnel and to transition to hybrid learning. The school site incurred costs for this undertaking. Below are a few examples and further details/evidence can be found throughout the LCP:

- Personal Protective Equipment such as face coverings, barriers, cleaning supplies and equipment, etc.
- Technology purchases to support learning in the classroom virtually and remotely such as interactive televisions, web cameras, document cameras, upgrade faculty computers
- Connectivity technology for students such as Chromebook, Hot Spots, and other learning tools to support remote

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Although the 2019-20 school year shifted abruptly from in-person to remote, MSA Bell continued internal assessments and monitor student progress through the LMS to determine student needs and inform instruction. This included:

- NWEA Measures of Academic Progress (MAP) assessments
- Interim Assessment Blocks (IABs)
- MyOn Lexile assessment
- Learning Management System Data Monitoring of Academic Outcomes, Project-Based Learning Implementation, Mentorship Implementation, and Self-Directed Implementation

The data provided valuable insight on student learning and demonstrated their resilience to performance to the best of their ability. Below are some data notables:

- Effective usage of the LMS for learning provides student data to create academic support plans. Leadership is working to ensure the LMS is capturing all lesson plans and assignments so that monitoring can be effective and efficient.
- 90% of students were able to complete assessments remotely. This data is essential to determine student readiness for assessments. The data also presented the need to ensure all students have a school-sponsored device so that it can be programmed to ensure students have access to assessments. Lastly, the data determine that certain students are not connecting and a more intensive plan will need to be formulated to ensure connectivity and accountability.
- MAP Assessments: School-wide gains were noted in all grade levels in ELA and Math. 6th Grade Math and 7th Grade ELA slightly below the expected marks. These are still remarkable figures considering the shift that students and teachers had to make to ensure learning continues.
- Per MAP data: Free- and Reduced, English language Learners, and Students with Disabilities continue to be our neediest group of students. Plans are in place to continue with SPED support and build capacity. The SPED model will be replicated with ELs and monitored for academic progress.
- Per Stakeholder Survey, students and families are appreciative of the supports and resources that are made available. However, stakeholders long for the social interaction that is associated with in-person instruction. At the present moment, the learning community has a hybrid academic schedule providing families with the option of hybrid or remote. 18% have elected to be in hybrid and 88% elected remote learning.

Below are actions that are being formulated into the 2021-22 LCAP

- Supplemental instruction and supports through Summer School, Saturday School, Winter Session, and additional tutoring sessions by teaching faculty

- Enhancements to support learning and close the achievement gap through providing bilingual paraprofessionals to support learning and providing 24/7 online tutoring through Paper
- Integrating services to address student/family mental health and well-being through mental health partnerships, hiring a social worker, supporting and developing character education for students, and mentorships
- Creating community learning hubs through the increase of technological devices for students, increase the Internet Broadband to meet usage demand, and developing partnerships in the community to provide families with access to resources
- Increase grade promotion through the development of various learning pathways and exposure to higher education and career options
- Training for school staff with strategies to enhance learning and support social-emotional health

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,656,447.00	4,078,264.26
After School Education and Safety (ASES)	5,000.00	130,613.37
LCFF	625,779.00	627,668.34
LCFF Base	2,965,364.00	3,017,919.99
Title I	60,304.00	240,340.03
Title II	0.00	26,701.56
Title IV	0.00	35,020.97
	0.00	35,020.97
	0.00	20,669.30

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,656,447.00	4,078,264.26
0000: Unrestricted	0.00	2,965,813.00
1000-3000: Salary and Benefits	2,978,064.00	344,677.64
4000-4999: Books And Supplies	265,383.00	248,959.74
5000-5999: Services And Other Operating Expenditures	413,000.00	518,813.88
	413,000.00	518,813.88

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,656,447.00	4,078,264.26
0000: Unrestricted	LCFF Base	0.00	2,965,813.00
1000-3000: Salary and Benefits	After School Education and Safety (ASES)	5,000.00	128,863.37
1000-3000: Salary and Benefits	LCFF Base	2,965,364.00	0.00
1000-3000: Salary and Benefits	Title I	7,700.00	195,144.97
1000-3000: Salary and Benefits	Title IV	0.00	20,669.30
4000-4999: Books And Supplies	After School Education and Safety (ASES)	0.00	1,750.00
4000-4999: Books And Supplies	LCFF	223,779.00	196,513.01
4000-4999: Books And Supplies	Title I	41,604.00	36,345.06
4000-4999: Books And Supplies	Title IV	0.00	14,351.67
5000-5999: Services And Other Operating Expenditures	LCFF	402,000.00	431,155.33
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	52,106.99
5000-5999: Services And Other Operating Expenditures	Title I	11,000.00	8,850.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	26,701.56
		11,000.00	8,850.00
		0.00	26,701.56

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,414,747.00	3,893,012.86
Goal 2	231,000.00	173,312.51
Goal 3	10,700.00	11,938.89

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$604,063.00	\$499,899.00
Distance Learning Program	\$204,513.00	\$279,676.00
Pupil Learning Loss	\$221,112.00	\$211,552.00
Additional Actions and Plan Requirements	\$1,501,436.00	\$1,100,974.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,531,124.00	\$2,092,101.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$411,244.00	\$395,858.00
Distance Learning Program		
Pupil Learning Loss	\$148,040.00	\$148,040.00
Additional Actions and Plan Requirements	\$533,900.00	\$437,920.40
All Expenditures in Learning Continuity and Attendance Plan	\$1,093,184.00	\$981,818.40

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$192,819.00	\$104,041.00
Distance Learning Program	\$204,513.00	\$279,676.00
Pupil Learning Loss	\$73,072.00	\$63,512.00
Additional Actions and Plan Requirements	\$967,536.00	\$663,053.60
All Expenditures in Learning Continuity and Attendance Plan	\$1,437,940.00	\$1,110,282.60

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Jason Hernandez Principal	jhernandez@magnoliapublicschools.org (323) 826-3925

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy-Bell (MSA-Bell) is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM).

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has 440 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 90.45% Hispanic/Latino and 7.95% White (Arabic), 84.5% socioeconomically disadvantaged, 10.2% special education, and 12.5% English language learner population.

We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA Bell is supplemented by tutoring, after-school programs, and family training.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, California has suspended the reporting of state and local indicators in the 2020 Dashboard. However, the strengths and needs are listed below based on the 2019 Dashboard Data. MSA Bell has developed various monitoring points to ensure the

'whole child.' References to these data sets will be made available and shared with stakeholders to solicit feedback and conduct an assessment of strengths and opportunities.

Strengths

1. English Language Arts for all students increased by 14.7 points, 17.7 points below, and neediest student groups (EL & SPED) showed growth. In comparison with the state, all students increased by 3.7 points, 2.5 points below standard.
2. Mathematics for all students increased by 7 points, 74 points below, and neediest student groups (EL & SPED) showed growth. In comparison with the state, all students maintained by 2.9 points, 33.5 points below standard.
3. English Learner Progress shows 52.7% of all EL students making progress towards English language proficiency. In comparison with the state of 48.3% making progress towards English language proficiency.

Due to the pandemic, MSA Bell will seek opportunities to further build capacity at the school site to support the socio-emotional needs of students as they return to campus. This includes ongoing professional development and curriculum for faculty and exploring partnerships with local health & wellness agencies. In regards to academic progress in the areas of mathematics and English Language Arts, systems and procedures have been developed and refined to monitor and assess students for academic progress. For the 2021-22 school year, iXL will be utilized to provide intervention to address learning gaps. iXL integrates with NWEA MAP assessment, therefore providing necessary information to inform instruction and develop school-wide strategies to address the learning needs of all students, especially ELs and SWDs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, California has suspended the reporting of state and local indicators in the 2020 Dashboard. However, the strengths and needs are listed below based on the 2019 Dashboard Data. MSA Bell has developed various monitoring points to ensure the 'whole child.' References to these data sets will be made available and shared with stakeholders to solicit feedback and conduct an assessment of strengths and opportunities.

Opportunities

1. Chronic Absences are at 5% and increased by 1.8%. In comparison with the state, all students increased by 1.1 points, 10.1% chronically absent.
2. Suspension rate 1.4% increased by 1.4%. The rate is lower than the state rate of 3.4%

Due to the pandemic, school conditions and climate will be an area of focus as students get re-acclimated to the school setting. This will include reinstating the PBIS program and conducting a needs assessment to ensure the program is effective for student positive development. Furthermore, leadership will review the LMS to ensure curriculum and instruction fidelity. Assessment plans will continue through NWEA MAP and IABs, these are added to the instructional curriculum calendar with an emphasis on instructional supports for ELs and SWDs. Additionally, iXL will be utilized as the interventional tool for student learning gaps and will be embedded into daily instruction.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP goals started through a collaborative effort of gathering input from all stakeholders and available data from surveys and student academic performance. Based on input and data, we have revised our existing actions/services, measurable outcomes, and planned for new ones. Some of the highlights include:

1. Stakeholder engagement in the shared decision making, especially in the area of blending learning and academic area of mathematics for all students and support of student groups (ELLs and SWD) in ELA and math.
2. Opportunities for professional learning for all stakeholders through workshops and supports, in socioemotional development and academic support in areas like mathematics and blending learning.
3. School community that provides programs to support the socioemotional development and academic learning of all students.

Our learning community has worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote a positive learning experience for our students, MSA Bell has established a culture of partnership with families, students, staff, community members, and other 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 annual LCAP.

Information/input sessions include PAC/Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Public School Choice (PSC) review, Charter School Division (CSD) review, Coffee Chat meetings, Board of Directors meetings, Principal meetings, and staff meetings. Feedback from our committees and meetings provide valuable input for the new LCAP. In addition, the MSA Bell conducts surveys for families, students, and staff, and the school staff conducts home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

MSA Bell has an approved charter petition with measurable student outcomes and methods to assess student progress. WASC accreditation provides a reflective opportunity to gather stakeholder feedback and input with action plans for continuous school improvement. The collaborative process monitors performance data, student needs, identifies goals, implements appropriate interventions/preventions. The PSC process allows stakeholders the opportunity to review school data, understand elements of a high quality school and review the school proposals and offer their feedback. The various opportunities provide stakeholder engagement to address the needs of the student. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA Bell has held its periodical meetings this year to gather input from our stakeholders. These include 10 PAC/PTF meetings, 6 SSC meetings, 4 ELAC meetings, several parent activities/events including Coffee Chat meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. Majority of our stakeholders participated in this survey. The staff has completed 25% of its home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

MSA Bell throughout the school year held various meetings through PAC, SSC, ELAC, and informational sessions, as well as stakeholder surveys, to gather input to support the direction and funding essential to meet the needs of the learning community. Below are a few trends that have influenced the development of the goals and expense:

1. Safety for students, staff, and families in the form of environmental climate and socio-emotional support. This includes hiring and training of staff members and supplemental support from organizations and cloud-based platforms.

2. Academic Growth outcomes for ELs and SWD. This includes the hiring and ongoing support of staff members to support student's academic endeavor, usage of programs to identify and intervene in academic areas of need and provide additional resources in the form of programs or additional support through Summer School, Winter Session, Additional Tutoring Sessions, and Home Visits.

3. Stakeholders recognize the mission, vision, and core values of the organization. Stakeholders are pleased and continue to support the learning community to provide a program centered around Excellence, Innovation, and Connection. MSA Bell will continue to offer a project-based learning experience that provides students with the tools and skills necessary to advance their academic pursuits and societal contributions. MSA Bell will continue to provide students with individualized support and a program that identifies their learning styles, personalities, interest, and career plans to make every learner college- and career-ready. MSA Bell will continue to create and expand a climate that provides a sense of connection and belonging to support students' development of personal and academic networks for long-term resilience and connection.

SELPA Feedback:

Our SELPA recommendation included a series of guiding questions to facilitate the process and ensure specific metrics related to academic and socioemotional supports are provided to all students, especially students with disabilities. Based on these recommendations Goal 2, Action 5 summarizes supports and services for students with disabilities. Further work will continue in this area to ensure the embedment of SEP goals/plans in order to have a centralized plan that is accessible to all stakeholders.

These elements continue to be vital for our stakeholders and the learning community is committed to adapt and equip all stakeholders to meet their fullest potential and endeavors. Based on surveys and organized meetings with stakeholders, many are pleased with the program and direction. MSA Bell will continue to strive for excellence to provide students with opportunities for growth and social mobility.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholders have reviewed input in order to adjust all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

1. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR), especially for our dually identified students (SWD & ELs)
2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)
3. An 'advance pathway' course selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.
4. Professional Development sessions to support families with various aspects relating to the development of the 'whole child.'

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 92.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$20,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall,</p>	\$363,310.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$544,848.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, and water.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$124,000.00	Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$877,325.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 98%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 68%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 120.7				2023-24: 125.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 45.06% English Learners: 6.67% Socioeconomically Disadvantaged: 41.84% Students with Disabilities: 14.29% Hispanic: 44.20% White: 31.71% 				2022-23: <ul style="list-style-type: none"> All Students: 48.00% English Learners: 11.00% Socioeconomically Disadvantaged: 48.00% Students with Disabilities: 21.00% Hispanic: 50.00% White: 37.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 17.7 points below standard 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 11.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • 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 above standard 				<ul style="list-style-type: none"> • English Learners: 64.0 points below standard • Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 77.0 points below standard • Homeless: 17.0 points below standard • Hispanic: 9.0 points below standard • White: 30.0 points above standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall</p>	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 49.8% • English Learners: 40.8% • Socioeconomically 				<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 65.0% • English Learners: 65.0% • Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	Disadvantaged: 50.6% <ul style="list-style-type: none"> Students with Disabilities: 29.3% Hispanic: 50.5% White: 42.9% 				Disadvantaged: 65.0% <ul style="list-style-type: none"> Students with Disabilities: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 23.86% English Learners: 5.00% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: 10.20% Hispanic: 23.73% White: 24.39% 				2022-23: <ul style="list-style-type: none"> All Students: 30.00% English Learners: 12.00% Socioeconomically Disadvantaged: 30.00% Students with Disabilities: 17.00% Hispanic: 30.00% White: 30.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 74.0 points below standard English Learners: 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 68.0 points below standard English Learners:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	<p>127.0 points below standard</p> <ul style="list-style-type: none"> 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 				<p>110.0 points below standard</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 68.0 points below standard Students with Disabilities: 115.0 points below standard Homeless: 47.0 points below standard Hispanic: 68.0 points below standard White: 68.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 48.5% English Learners: 57.1% Socioeconomically Disadvantaged: 47.2% 				<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Students with Disabilities: 42.5% Hispanic: 47.1% White: 65.7% 				<ul style="list-style-type: none"> Students with Disabilities: 65.0% Hispanic: 65.0% White: 70.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 52.7%				2022-23: (2023 Dashboard) 54.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.5%				2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 29.77% English Learners: 0.00% Socioeconomically Disadvantaged: 30.87% 				2022-23: <ul style="list-style-type: none"> All Students: 35.00% English Learners: 10.00% Socioeconomically Disadvantaged: 37.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Students with Disabilities: 4.55% • Hispanic: 31.90% • White: 7.69% 				<ul style="list-style-type: none"> • Students with Disabilities: 11.00% • Hispanic: 37.00% • White: 14.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,334,083.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Services & Other Operating Expenses - Professional Development: Resource: Title II, Part A; Amount: \$18,382 	\$61,768.00	Yes
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into</p>	\$558,498.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV; Amount: \$11,788 		
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: MPS ELD Coordinator salary and benefits, EL instructional aide salary and benefits</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to</p>	\$1,044,081.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 19%				2023-24: 20%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science and math competition/program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following:</p>	\$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>computer teacher salary and benefits, and internet security program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV, Part A, Amount: \$3,000 		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$226,159.00	Yes
5	Additional programs and activities that	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc.</p>	\$377,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support well-rounded education	<p>Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	21				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 42				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 18.7%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.98%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 2.7%				2023-24: 3.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.1% Families: 41.5% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 97% Staff: 92%				2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 93%				2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and</p>	\$184,042.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Director of Outreach & Community Engagement salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 1100 Teacher Salaries - Home Visits: Resource: Title I, Part A; Amount: \$11,010 • 5800 Professional Services: Resource: Title 1, Part 1: \$2,500 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize</p>	\$248,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$5,000 		
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$152,580.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.12%	\$1,050,153

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and

improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students

and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in

increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,308,390.00	\$1,040,641.00	\$113,850.00	\$668,569.00	\$6,131,450.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,025,703.00	\$2,105,747.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$20,500.00				\$20,500.00
1	2	All	Instructional materials and technology	\$329,513.00	\$23,797.00		\$10,000.00	\$363,310.00
1	3	All	Clean and safe facilities that support learning	\$508,000.00			\$36,848.00	\$544,848.00
1	4	Low Income	Healthy and nutritious meals	\$124,000.00				\$124,000.00
1	5	All	Well-orchestrated Home Office support services	\$877,325.00				\$877,325.00
2	1	All	Broad course of study and standards-based curriculum	\$1,063,837.00	\$128,850.00		\$141,396.00	\$1,334,083.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$38,884.00	\$4,500.00		\$18,384.00	\$61,768.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$249,940.00	\$93,649.00		\$214,909.00	\$558,498.00
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	\$250,304.00	\$743,464.00		\$50,313.00	\$1,044,081.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs		\$1,000.00			\$1,000.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$7,500.00			\$3,000.00	\$10,500.00
3	4	Low Income	Physical education, activity, and fitness	\$226,159.00				\$226,159.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$264,096.00		\$113,850.00		\$377,946.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$166,469.00	\$4,063.00		\$13,510.00	\$184,042.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$158,863.00	\$41,318.00		\$48,629.00	\$248,810.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$2,000.00				\$2,000.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$21,000.00			\$131,580.00	\$152,580.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,258,911.00	\$1,947,303.00
LEA-wide Total:	\$1,258,911.00	\$1,947,303.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$124,000.00	\$124,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,884.00	\$61,768.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,940.00	\$558,498.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,000.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$10,500.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$226,159.00	\$226,159.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$264,096.00	\$377,946.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$166,469.00	\$184,042.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,863.00	\$248,810.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	\$152,580.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy - Santa Ana
CDS Code:	30-76893-0130765
LEA Contact Information:	Name: Steven Keskindurk Position: Principal Email: skeskindurk@magnoliapublicschools.org Phone: (714) 479-0115
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$6,194,583
LCFF Supplemental & Concentration Grants	\$1,448,867
All Other State Funds	\$1,293,137
All Local Funds	\$20,000
All federal funds	\$1,394,270
Total Projected Revenue	\$8,901,990

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$8,722,199
Total Budgeted Expenditures in the LCAP	\$8,722,199
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,954,685
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$188,700
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$197,994

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$505,818
2020-21 Difference in Budgeted and Actual Expenditures	\$9,294

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana

CDS Code: 30-76893-0130765

School Year: 2021-22

LEA contact information:

Steven Keskinturk

Principal

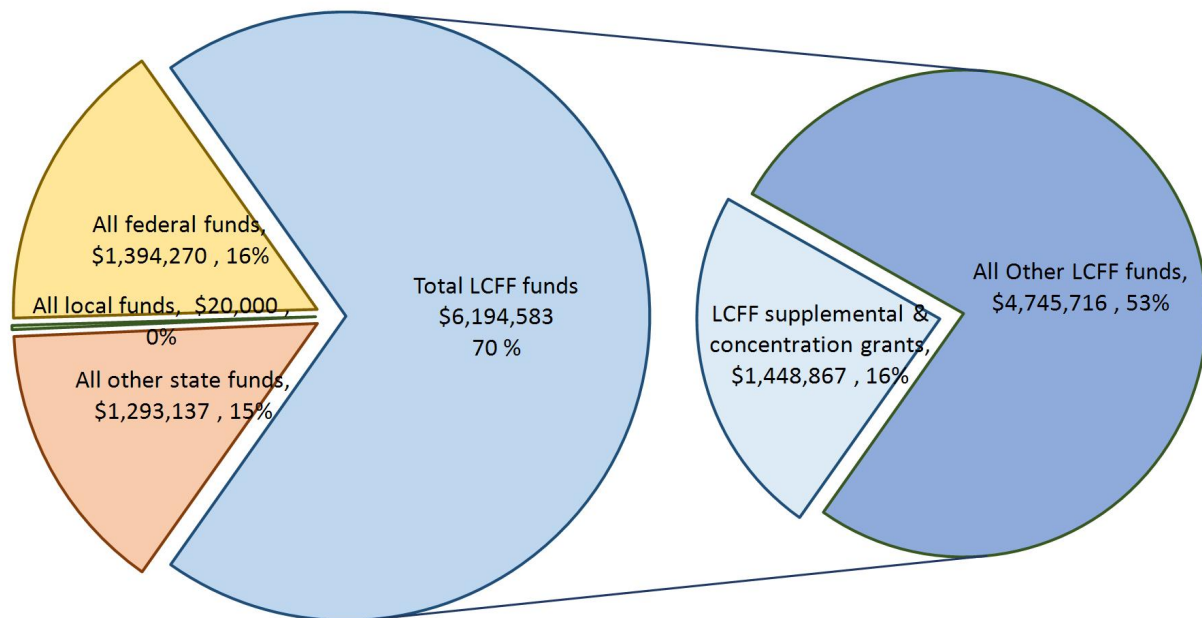
skeskinturk@magnoliapublicschools.org

(714) 479-0115

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



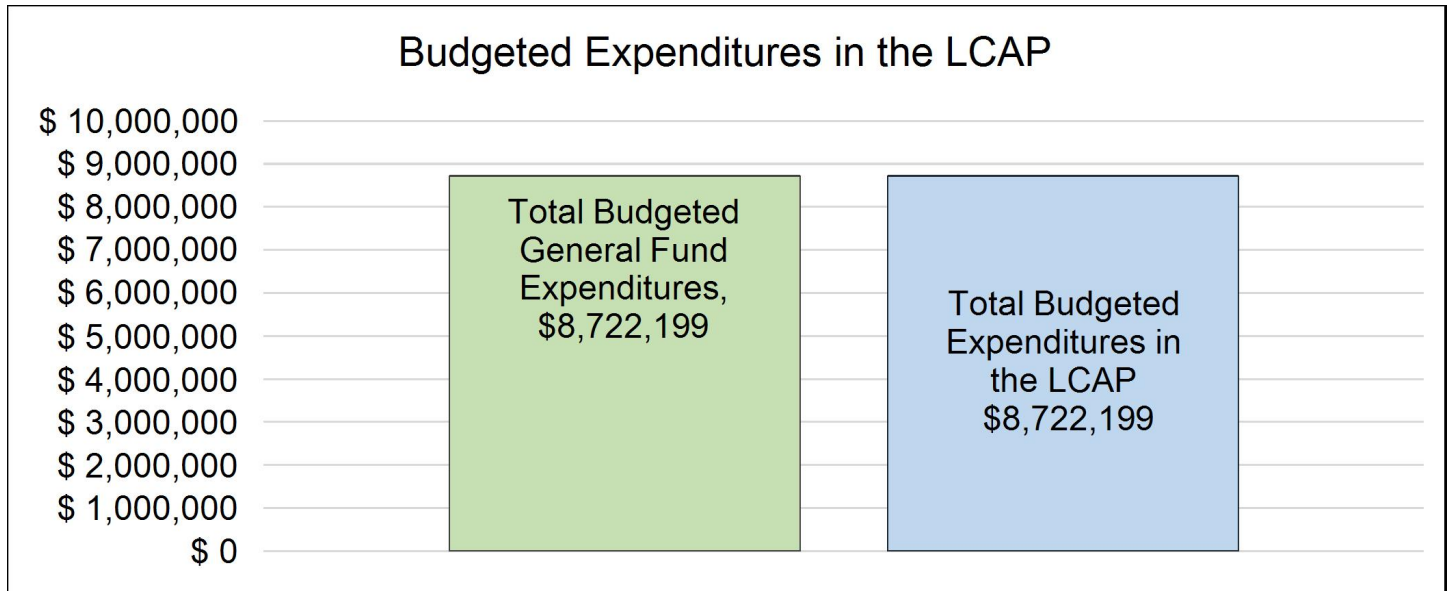
This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy - Santa Ana is \$8,901,990, of which \$6,194,583 is Local Control Funding Formula (LCFF), \$1,293,137 is other state funds, \$20,000 is local

funds, and \$1,394,270 is federal funds. Of the \$6,194,583 in LCFF Funds, \$1,448,867 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy - Santa Ana plans to spend \$8,722,199 for the 2021-22 school year. Of that amount, \$8,722,199 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

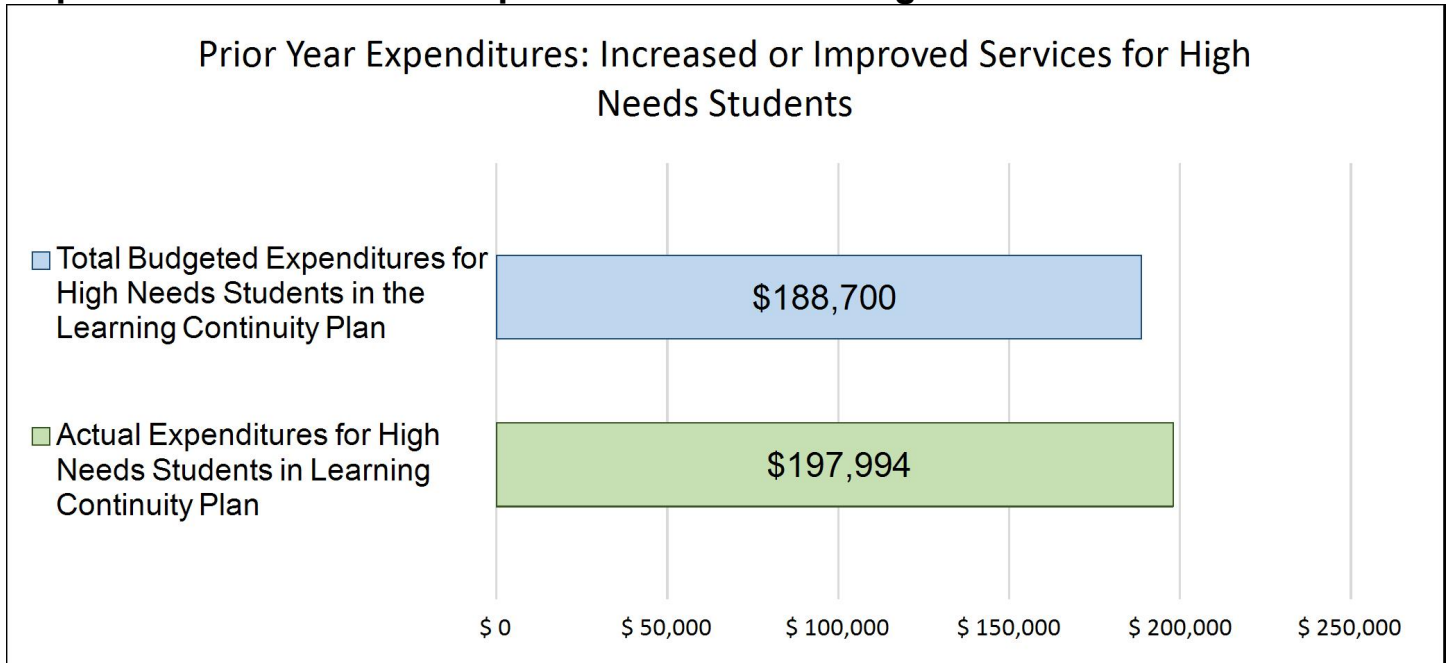
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy - Santa Ana is projecting it will receive \$1,448,867 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend \$1,954,685 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Magnolia Science Academy - Santa Ana's Learning Continuity Plan budgeted \$188,700 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent \$197,994 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20</p>	<p>2019-20: 100%</p>

Expected	Actual
<p>>90%</p> <p>Baseline >90%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPPELA/ Literacy assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 47% English Learners: 3% Socioeconomically Disadvantaged: 44% Students with Disabilities: 7% Homeless: 50% Hispanic: 43% White: 74%</p>	<p>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%</p>
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPPELA/ Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected):</p>	<p>2018-19: All Students: 34.5 points below standard English Learners: 68.0 points below standard Socioeconomically Disadvantaged: 40.2 points below standard Students with Disabilities: 80.2 points below standard Homeless: 28.8 points below standard</p>

Expected	Actual
<p>All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 20 points below standard English Learners: 46.2 points below standard Socioeconomically Disadvantaged: 29 points below standard Students with Disabilities: 102.5 points below standard Homeless: 51 points below standard Hispanic: 30.7 points below standard White: 52.2 points below standard</p>	<p>Hispanic: 42.8points below standard White: 83.9 points above standard</p>
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year</p>	<p>2018-19: All Students: 50.4% English Learners: 45.5% Socioeconomically Disadvantaged: 51.6% Students with Disabilities: 51.8% Hispanic: 51.0% White: 33.3%</p>

Expected	Actual
<p>Baseline 2016-17 (Baseline): All Students: 33% English Learners: 15% Socioeconomically Disadvantaged: 29% Students with Disabilities: 8% Homeless: NA Hispanic: 20% White: 61%</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 33% English Learners: 5% Socioeconomically Disadvantaged: 30% Students with Disabilities: 7% Homeless: 50% Hispanic: 28% White: 74%</p>	<p>2018-19: All Students: 28.61% English Learners: 10.00% Socioeconomically Disadvantaged: 26.36% Students with Disabilities: 12.06% Homeless: 27.03% Hispanic: 25.29% White: 73.33%</p>

Expected	Actual
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPPMathematics assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 41.3 points below standard English Learners: 59.9 points below standard Socioeconomically Disadvantaged: 47.7 points below standard Students with Disabilities: 124.2 points below standard Homeless: 30.9 points below standard Hispanic: 50.3 points below standard White: 31.1 points below standard</p>	<p>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 Homeless: 54.7 points below standard Hispanic: 60.3 points below standard White: 73.0 points above standard</p>
<p>Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p>19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p>	<p>2018-19: All Students: 40.0% English Learners: 35.5% Socioeconomically Disadvantaged: 40.2% Students with Disabilities: 41.7% Hispanic: 39.1% White: 57.9%</p>

Expected	Actual
<p>Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year</p> <p>Baseline 2016-17 (Baseline): All Students: 31% English Learners: 17% Socioeconomically Disadvantaged: 26% Students with Disabilities: 7% Homeless: NA Hispanic: 22% White: 55%</p>	
<p>Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p>19-20 1 percentage points up from the prior year</p> <p>Baseline 73.5%</p>	<p>2019-20: ??</p>
<p>Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p>19-20 2 percentage point up from the prior year</p> <p>Baseline 21.95%</p>	<p>2019-20: 17.1%</p>
<p>Metric/Indicator</p>	<p>2019-20: 81.0%</p>

Expected	Actual
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p>19-20 2 percentage point up from the prior year</p> <p>Baseline 45%</p>	
<p>Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 60%</p>	<p>2019-20: 54%</p>
<p>Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 20.5%</p>	<p>2019-20: 34.6%</p>
<p>Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 90%</p>	<p>2019-20: 80.8%</p>
<p>Metric/Indicator</p>	<p>2019-20:</p>

Expected	Actual
<p>Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 50%</p>	2019-20: 60%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	BTSA expenses 5000-5999: Services And Other Operating Expenditures Title II \$20,000	BTSA expenses 5000-5999: Services And Other Operating Expenditures Title II \$14,000
<p>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</p>	Books 4000-4999: Books And Supplies Base \$30,000	Books 4000-4999: Books And Supplies Base \$18000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>review budget and plan to ensure adequate budget for instructional materials.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Instructional materials 4000-4999: Books And Supplies Base \$70,000</p>	<p>Instructional materials 4000-4999: Books And Supplies Base \$74,000</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Janitorial services (5000)(Base) 1000-3000: Salary and Benefits Base \$110,000</p> <p>Custodian Supplies 4000-4999: Books And Supplies Base \$35,000</p>	<p>Custodian Salaries and Benefits 1000-3000: Salary and Benefits Base \$120,000</p> <p>Custodian Supplies 4000-4999: Books And Supplies Base \$15,000</p>
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>\$30,000 Professional Development (5000)(Base); \$4,000 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base \$34,000</p>	<p>\$30,000 Professional Development (5000)(Base); \$4,000 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base \$25,000</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>	<p>EL Coordinator stipend 1000-1999: Certificated Personnel Salaries Title I \$5,000</p>	<p>EL Coordinator stipend 1000-1999: Certificated Personnel Salaries Title I \$5,000</p>
<p>Charter School teachers will provide instruction using 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.</p> <p>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.</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$20,000</p> <p>Two teacher aide salaries 2000-2999: Classified Personnel Salaries Title I \$40,000</p> <p>Benefits 3000-3999: Employee Benefits Title I \$15,000</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$25,700</p> <p>Two teacher aide salaries 2000-2999: Classified Personnel Salaries Title I \$35,000</p> <p>Benefits 3000-3999: Employee Benefits Title I \$12,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>0</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Two deans of academics salaries 1000-1999: Certificated Personnel Salaries Base \$178,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$55,000</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Base \$9,300</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$8,600</p>	<p>Two deans of academics salaries 1000-1999: Certificated Personnel Salaries Base \$178,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$55,000</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Base \$9,300</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$8,600</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Base \$35,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$7,500</p>	<p>College Counselor 1000-1999: Certificated Personnel Salaries Base \$35,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$7,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures Base \$5,300</p> <p>College preparation materials 4000-4999: Books And Supplies Base \$3,000</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures Base \$3,687</p> <p>College preparation materials 4000-4999: Books And Supplies Base \$3,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: \$20,000 Actual: \$14,000 The reason for the difference is that we were planning to support four teachers with their BTSA needs but ended up with three teachers needing it.

Goal 1: Action 2: Planned: \$30,000 Actual: \$18,000 The difference is due to the decrease in student enrollment and needs for student books.

Goal 1: Action 3: Planned: \$145,000 Actual: \$135,000 The school was closed for about three months due COVID-19 and saved on cleaning costs.

Goal 1: Action 4: Planned: \$34,000 Actual: \$25,000 The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead.

Goal 1: Action 6: Planned: \$4,000 Actual: \$0 The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year, we had to close in March of second semester and go to Distance Learning because of the COVID pandemic. As a result of this, we did not give the students in 3-8 and 11 the CAASPP standardized assessments in English and Math, or our internal assessment (NWEA MAP) both areas to see growth from fall to spring. We did give the MAP assessment in Fall 2020 and the results were similar to the CAASPP results from 2018-19. Our highest was 10th grade Reading at 46% proficient and advanced. We were also not able to give the Summative ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year. After school clubs and tutoring continued throughout second semester with students joining through Zoom.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 5%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p>19-20 10%</p> <p>Baseline 3%</p>	
<p>Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 >90%</p> <p>Baseline 80%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$2,065,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$592,000</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$2,065,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$592,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$20,000</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures Base \$12,029</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$15,000</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Principal salary 1000-1999: Certificated Personnel Salaries Base \$132,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$38,000</p>	<p>1 Principal salary 1000-1999: Certificated Personnel Salaries Base \$132,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$38,000</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base \$62,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$12,100</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base 63000</p> <p>Benefits 3000-3999: Employee Benefits Base 21000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Computer/Technology teacher salary and benefits 1000-1999: Certificated Personnel Salaries Base \$82,000</p> <p>Computers; 4000-4999: Books And Supplies Base \$10,000</p> <p>Technology expenses 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>	<p>1 Computer/Technology teacher salary and benefits 1000-1999: Certificated Personnel Salaries Base \$105,000</p> <p>Computers; 4000-4999: Books And Supplies Base \$7,800</p> <p>Technology expenses 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1: Planned: \$20,000 Actual: \$15,000 The school was closed for about three months due COVID-19 and field trips planned during this timeline were canceled.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We provide courses, electives, programs, and services outlined in our charter petition; specific programs and services are dependent on student need and interest. Our master schedule is designed to meet the needs of all students. We sent surveys home to our high

school students to gauge their interests when we started making the master schedule and were able to use student and teacher feedback. MSA SA seniors will graduate with a-g requirements being met, making them eligible for admittance to UCs and CSUs. Currently, our graduation requirements for 12th graders require that they take one year of computer class in the 9th grade, and we do provide this for every student. We offer opportunities for dual enrollment with the local community college. In this year of Distance Learning, competing in different competitions was put on hold. Still, we were able to participate in Academic Pentathlon and Academic Decathlon virtually, where our students brought home various medals. We could not have a school-wide or MPS-wide STEAM EXPO because of the restrictions placed upon California because of the pandemic, but students were encouraged to create science projects in their classes. Graduation for our 12th grade students was virtual and streamed live and on You Tube. The next day we held a drive-through diploma pickup with decorations, music, staff/teachers, and a lot of energy. We even had a car decorating contest for the parents, with a prize for the winner. Parents were able to take a picture of their graduate with the decorations.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of ELAC meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>

Expected	Actual
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 5</p> <p>Baseline 5</p>	<p>2019-20: 5</p>
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been home-visited by the teachers per year</p> <p>19-20 25%</p> <p>Baseline 13%</p>	<p>2019-20: 15.2%</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 97%</p> <p>Baseline</p>	<p>2019-20: 96.66%</p>

Expected	Actual
96%	
Metric/Indicator Chronic absenteeism rate 19-20 <6% Baseline 5.2%	2019-20: 5.9%
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator High school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator Four-year cohort graduation rate 19-20 100% Baseline 100%	2019-20: 100%
Metric/Indicator Student suspension rate 19-20 <1%	2019-20: 0%

Expected	Actual
<p>Baseline 0.9%</p>	
<p>Metric/Indicator Student expulsion rate</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>2019-20: 0%</p>
<p>Metric/Indicator School experience survey participation rates</p> <p>19-20 Students: 93.6% Families: 62.1% Staff: 96.3%</p> <p>Baseline Students: 90.3% Families: 80.2% Staff: 73.6%</p>	<p>2019-20: Students: 97.1% Families: 100% Staff: 98.5%</p>
<p>Metric/Indicator School experience survey average approval rates</p> <p>19-20 Students: 59% Families: 89% Staff: 72%</p> <p>Baseline Students: 65% Families: 90% Staff: 79%</p>	<p>2019-20: Students: 77% Families: 94% Staff: 84%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>4000-4999: Books And Supplies Donations \$0</p>	<p>Parent meetings 4000-4999: Books And Supplies Donations \$1,000</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$2,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$2,000</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p>	<p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Base \$9,300</p>	<p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Base \$6,700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Home visit compensation 1000-3000: Salary and Benefits Title I \$14,000</p>	<p>Home visit compensation 1000-3000: Salary and Benefits Title I \$8,250</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>School Psychologist and Counselor salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$16,000</p>	<p>School Psychologist and Counselor salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$25000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base \$83,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$24,900</p> <p>ParentReach notification program 5000-5999: Services And Other Operating Expenditures Base \$3,500</p>	<p>1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base \$83,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$34,900</p> <p>ParentReach notification program 5000-5999: Services And Other Operating Expenditures Base \$3,360</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures Base \$9,000</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures Base \$10,333</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries Base \$80,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$24,000</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries Base \$80,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$29,000</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action 4: Planned: \$14,000 Actual: \$8,250 The school was closed for about three months due COVID-19 and teachers were not able to do more home visits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We held SSC, ELAC, and PTF meetings every two months over the course of the school year, even holding them virtually during the second semester. We provided parents with access to our SIS and additionally sending home four Progress Reports and two Report Cards over the year, as well as offering Parent/Teacher Conferences. Home Visits were conducted by our teachers and admin - during the first semester they were in person, but we continued second semester with online Home Visits through Zoom. Our ADA is 96-97%, even holding during Distance Learning. Our middle school and high school drop out rate is 0%, suspension rate is below 1%, and expulsion rate is 0% because of the implementation of alternatives to suspension/expulsion including restorative practices. Our staff and admin acknowledged and encouraged positive student behavior and improvements. We administered school experience surveys to all our stakeholders, students, parents, and staff. These surveys 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, what we should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. Our satisfaction rates for the families, staff, and students was at an all time high, with our stakeholders happy about how we conducted Distance Learning during the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	30,000	No
Deep Cleaning and Disinfecting of Campus	\$20,000	20,000	No
Purchase of necessary Personal Protective Equipment for students and staff	\$30,000	38,000	No
Learning Platforms to Enhance Learning (NextGen Math, IXL, BrainPop, Albert, NWEA MAP, Aleks etc.)	\$20,000	39,744	Yes
Hiring of additional custodian for Deep Cleaning	\$35,000	15,000	No
Substitute coverage by core teachers	\$3,000	4,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	\$70,000	90,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Addition of a Certified Nurses Assistant: Planned: \$44,000 Actual: \$30,000
 Hiring of additional custodian for Deep Cleaning: \$35,000 Actual: \$15,000
 Description: The school was closed during some time of the year and all students were in Distance Learning. Because of this there was no need to have a CNA at the school site the whole year as budgeted.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One addition we have made this school year is the addition of a Certified Nurse's Assistant to conduct all the health screenings and temperature checks of all stakeholders who enter the school. Deep cleaning and disinfecting the offices, classrooms, bathrooms, and all public areas, as well as the purchase of Personal Protective Equipment has been ongoing this school year. We bought plexiglass dividers for the main office and all teachers' and students' desks, as well as all desks in offices. We have hand sanitizing stations, cones and arrows in hallways and staircases, signage posted all around the school, and mask wearing for everyone, as well as hiring two additional part-time custodians to help with deep cleaning. We had in-person COVID testing for all staff and students on our campus before starting Hybrid Learning. Our learning platforms include NWEA MAP for internal assessments twice a year, as well as other programs to assist teachers in the classroom. We are also supporting our Sped students with OT, speech, adapted PE, etc. with outside Sped professional services.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$35,000	26,000	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	\$30,000	7,300	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

<p>Summer Enrichment Program: \$35,000 Actual: \$26,000 Saturday School Program: \$30,000 Actual: \$7,300 Description: Due to the unexpected distance learning, there was less interest in Summer School and Saturday School. Also, since the Summer School ended up being in Distance Learning, we had fewer expenses than planned.</p>
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Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

<p>Online Summer School was offered during the month of July for all grades to mitigate the summer learning loss. Teachers started the beginning of August with Professional Development by admin, expert/lead teachers, and Home Office staff. During our weekly Staff Meetings and collaboration meetings with the different grade levels, Professional Development on Distance Learning strategies, attendance policies, PBIS strategies, and student engagement was continued. When school started, teachers enrolled all students in Google Classroom and school staff passed out chromebooks to all students, and hotspots where needed. Textbooks were gathered and put in bags for all students to pick up. They were also able to have digital versions through McGraw Hill. We monitored student attendance and engagement and all staff stepped up to call families of students who were not attending and/or engaged. Our SPED</p>
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teachers and paraprofessionals continued support of the SPED students by entering Breakout Rooms and working with the students one on one. They continued annual IEP meetings on Zoom and included Powerpoint presentations so the parents had a visual on screen. EL students were supported by teachers during their designated ELD time and EL standards were integrated in the lessons of all teachers TK-12th grade. Teachers continued to hold tutoring for their students as well as extra office hours for students to get help on assignments and projects. Saturday School was offered monthly for students to mitigate learning loss.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	\$30,000	\$30,000	Yes
Mental Health and Social and Emotional Well-Being	\$700	\$950	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We were able to spend all budgeted funds.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With this new normal of Distance Learning, students had to acclimatize to being on the chromebooks all day, and we noticed this was something we had to help manage. Secondary teachers offered after-school tutoring on a daily basis for the different subjects - for example, Science tutoring is on Mondays, Math tutoring is on Tuesdays, etc. In elementary, teachers offered after-school tutoring in small groups to their students twice a week. All Tk-12 Teachers held daily Office Hours where students were also able to talk to their teachers about assignments, projects, etc. Teachers also had an asynchronous period of time after every live teaching session where they stayed and helped/retought the students who needed it. Paraprofessionals also stayed to offer support to the SPED and EL students on a one-on-one basis. Teachers were able to use our additional learning platforms like Razz Kids and Brainpop with more fidelity because of this online platform. Additional technology was purchased for the teachers including computer systems to use at home, cameras, headphones, and tech support whenever they needed it. For the first 10 weeks of school, an SEL program was taught to all TK-12th grade students, where they learned how to deal with their anxiety, depression, and stress. Our School Psychologist and her interns stepped up to offer and conduct counseling sessions to all students who needed extra SEL support. Saturday tutoring and interventions offered at the elementary level by teachers as well.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

For the first ten weeks of school, an SEL program was taught to all TK-12th grade students. Our students learned strategies on how to deal with anxiety and stress through Zones of Regulation. Every week the students had a new lesson, and this was very successful. Our School Psychologist and her interns stepped up to offer and conduct counseling sessions to all students who needed extra SEL support. The SPED students were also given additional counseling sessions based on need. During weekly staff meetings, all staff participated in mindfulness activities. We also are offering a referral service called CareSolace, which is open to all of our stakeholders. This program offers a referral service to parents, students, and students who need mental health services. We have also conducted two SEL-based surveys to our parents and staff, which have given us valuable information to plan SEL activities and professional development. We also encourage teachers to attend outside of school Professional Development on SEL strategies and then ask that they report back to the staff on what they learn.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

At MSASA we utilize surveys with fidelity and use these results to fuel changes that need to be made. Our survey results satisfaction rates decreased a little from last year because of the challenges of navigating Distance Learning for all stakeholders. This led to the supports we have put into place for SEL and mindfulness activities. We have increased our pupil and family engagement and outreach through our weekly Hook newsletter, Coffee with the Principal sessions every Friday, virtual assemblies, School Site Council and ELAC meetings, and multiple Town Hall meetings. It is through these avenues that our pupils and families can connect, participate, and engage with staff and home office members to voice any opinions and concerns. Over the course of this year we have been fully transparent in our learning modalities. We have presented dates and options for our pupils and families to feel comfortable in transitions back onto campus for Hybrid Learning. Our PACE coordinator is the main liaison between school and home and also serves in translating for our community. The PACE coordinator leads our Second Cup of Coffee meetings and outlines what events, and other happening are forthcoming. Challenges have been a lower participation rate from previous years as they have been held virtually and not in person.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School meals are essential to student health and academic success, and they are critical as families may continue to struggle financially due to the coronavirus pandemic. Magnolia Science Academy continued to reach students during the COVID-19 pandemic by collaborating with families and the entire staff and serving meals that kids love. One of the successes was that school meals are essential to student health and academic success. They support the local economy. They are critical in the new school year as families may struggle financially due to the coronavirus pandemic. Another win was that schools served free meals to all students with

the Community Eligibility Provision, regardless of income. The challenge was to make sure that students received the meals since it was hard to reach them out because they were not coming to school while in Distance Learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA SA, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of chrome books, hotspots, and extra teaching devices like a touch screen interactive TV, iPads, cameras, and accessing our online curriculum with fidelity. Our Hybrid Learning model started in April, 2021, with elementary coming to school on Mondays and Tuesdays and secondary on Thursdays and Fridays - the rest of the days are asynchronous Distance Learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we at MSASA have increased interventions from twice weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL

curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency are expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA SA, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of chrome books, hotspots, and extra teaching devices like a touch screen interactive TV, iPads, cameras, and accessing our online curriculum with fidelity. To support the learning loss of students, we at MSASA have increased interventions from twice weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	0.00	0.00
	3,833,400.00	3,846,109.00
	20,000.00	16,000.00
	100,000.00	105,000.00
	102,600.00	94,550.00
	20,000.00	14,000.00
	20,000.00	14,000.00
	20,000.00	14,000.00
	20,000.00	14,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	2,677,000.00	2,705,700.00
	124,000.00	128,250.00
	185,000.00	181,000.00
	784,500.00	814,400.00
	150,000.00	120,800.00
	155,500.00	125,509.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		0.00	0.00
		2,572,000.00	2,595,000.00
		80,000.00	80,000.00
		25,000.00	30,700.00
		110,000.00	120,000.00
		14,000.00	8,250.00
		145,000.00	146,000.00
		40,000.00	35,000.00
		753,500.00	777,400.00
		16,000.00	25,000.00
		15,000.00	12,000.00
		150,000.00	119,800.00
		0.00	1,000.00
		102,900.00	87,909.00
		20,000.00	15,000.00
		4,000.00	0.00
		8,600.00	8,600.00
		20,000.00	14,000.00
		20,000.00	14,000.00
		20,000.00	14,000.00
		20,000.00	14,000.00
		20,000.00	14,000.00
		20,000.00	14,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	684,700.00	643,787.00
Goal 2	3,038,100.00	3,065,829.00
Goal 3	353,200.00	366,043.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$222,000.00	\$236,744.00
Distance Learning Program	\$65,000.00	\$33,300.00
Pupil Learning Loss	\$30,700.00	\$30,950.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$317,700.00	\$300,994.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$129,000.00	\$103,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$129,000.00	\$103,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$93,000.00	\$133,744.00
Distance Learning Program	\$65,000.00	\$33,300.00
Pupil Learning Loss	\$30,700.00	\$30,950.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$188,700.00	\$197,994.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)
The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability.

Magnolia Science Academy Santa Ana (MSA-SA)

Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In 2018-19 academic year, Magnolia Science Academy-Santa Ana continued its third school year in our new campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

According to the Fall 2018 California accountability dashboard data, we continue to have a very low suspension rate and 92% graduation rate as part of our Positive Behavior Interventions and Supports (PBIS). Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our School Site Council, Parent Task Force, and English Learner Advisory Committee (ELAC) and after-school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have a four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCI, Cornell, USC, CSUF, etc.). This year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and after school has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialog among all stakeholders so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

According to the state CAASSP data that reflects our student growth in the change over time data distribution of students meeting and exceeding standards in English Language Arts Literacy from 2016 through the 2019 academic school years in grades third through eighth as shown in the table below:

- Reading Lexile Increased in all grade levels (except for 4th grade). We are in our second year reading program this year, MyOn that is used in elementary classrooms, during Sustained Silent Reading (SSR) in Middle School, and during Advisory for grades 9-10th.
- Our school continues to stay true to our mission to prepare our students for higher education, as such, we are proud to report that we will have another year with a goal of 100% graduation rate and 100% college pathway with our students.

- According to our 2019-20 Dashboard data, our College/Career Indicator (CCI) 77.8% prepared and 18.5% approaching prepared, in a total of 96.3% college readiness.

Here is a summary of what our stakeholders “like the most about our school
“WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?”

Students: Students in Elementary like their teachers and all the STEAM-related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The student enjoys their AP. Additionally, students in secondary like having a small class size, and the friends that they’ve made!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the “family feel” environment, the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school-aged students in one location.

Staff: The staff enjoys working with each other and really enjoys their colleagues. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area, specifically for third through eighth-grade students. Intervention groups were formed at the beginning of the year using the SBAC Spring 2018 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. Our Spring MAP assessment was administered at the end of May to measure growth.

Such targeted intervention groups include Study Skills for our SPED students (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses additional supports for English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall. We grouped our ELA and Math interventions in the afternoon. After school, focusing on our Tier II students, students at the CAASPP standards nearly met and not met, and our Tier III students. They are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly, and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment, and progress.

Our students are coming from different curriculum backgrounds. Our goal is to close this performance gap to ensure their ready and successful for the next grade level.

We continue to provide social-emotional support for our students. This year we received an MTSS grant which allowed us to partner with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for elementary students. Our goal is for these partnerships.

We conducted our annual panorama surveys and reflected on our stakeholders' greatest areas of need.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Students: The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name-calling/bad words happening in school. The Secondary students strongly dislike the school food, the crowded hallways, and the restrictions to bathroom usage.

Families: Our parents have concerns about our limited parking space and the drop-off/pick-up system in place.

Staff: Our staff indicated that student discipline isn't consistently being enforced and that the number of student behavior issues hasn't decreased.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

MSA-SA has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Our Pillars: Excellence, Innovation and Connection (EIC) guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence for all of our students. This year we focused on ten school goals in which incorporated academic, MTSS, and college going culture, such as all student groups will show a three-point growth on the CAASPP ELA and Math assessments. We will develop, align, and improve academic and behavioral resources, programs, supports, and services and address the needs of the whole child by utilizing a coherent MTSS framework. An additional goal is a 100% four year graduation rate and a 100% UC/CSU A-G course completion rate.

MSA-SA Parent Advisory Committee (PAC) committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

- Providing counseling and positive behavior intervention support services to our students
- Keeping affective teachers and improving teacher observation and evaluation systems
- School Site Council (SSC) involvement and engagement in the LCAP and school decisions

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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 annual LCAP.

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, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PAC/PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 45 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

MSASA throughout the school year held various meetings through PAC, SSC, ELAC, and informational sessions, as well as stakeholder surveys, to gather input to support the direction and funding essential to meet the needs of the learning community. Below are a few trends that have influenced the development of the goals and expense:

1. Safety for students, staff, and families in the form of environmental climate and socio-emotional support. This includes hiring and training of staff members and supplemental support from organizations and cloud-based platforms.
2. Academic Growth outcomes for ELs and SWD. This includes the hiring and ongoing support of staff members to support student's academic endeavor, usage of programs to identify and intervene in academic areas of need and provide additional resources in the form of programs or additional support through Summer School, Winter Session, Additional Tutoring Sessions, and Home Visits.

3. Stakeholders recognize the mission, vision, and core values of the organization. Stakeholders are pleased and continue to support the learning community to provide a program centered around Excellence, Innovation, and Connection. MSASA will continue to provide students with individualized support and a program that identifies their learning styles, personalities, interests, and career plans to make every learner college- and career-ready. MSASA will continue to create and expand a climate that provides a sense of connection and belonging to support students' development of personal and academic networks for long-term resilience and connection.

SELPA Feedback:

Our SELPA recommendation included a series of guiding questions to facilitate the process and ensure specific metrics related to academic and socioemotional supports are provided to all students, especially students with disabilities. Based on these recommendations Goal 2, Action 5 summarizes supports and services for students with disabilities. Further work will continue in this area to ensure the embedment of SEP goals/plans in order to have a centralized plan that is accessible to all stakeholders.

These elements continue to be vital for our stakeholders and the learning community is committed to adapt and equip all stakeholders to meet their fullest potential and endeavors. Based on surveys and organized meetings with stakeholders, many are pleased with the program and direction. MSASA will continue to strive for excellence to provide students with opportunities for growth and social mobility.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

MSA-SA's LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Morning Interventions, Tutoring Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 94.0%				2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$33,750.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall,</p>	\$1,035,721.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$563,491.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,000.00	Yes
5	Well-orchestrated Home Office support services	<p>The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$1,538,903.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 45%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 69%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 126.5				2023-24: 130
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 34.23% English Learners: 9.28% Socioeconomically Disadvantaged: 32.47% Students with Disabilities: 12.07% Homeless: 32.43% Hispanic: 31.18% White: 73.33% 				2022-23: <ul style="list-style-type: none"> All Students: 38.00% English Learners: 12.00% Socioeconomically Disadvantaged: 38.00% Students with Disabilities: 16.00% Homeless: 38.0% Hispanic: 37.00% White: 74.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 34.5 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 28.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<p>below standard</p> <ul style="list-style-type: none"> English Learners: 68.0 points below standard Socioeconomically Disadvantaged: 40.2 points below standard Students with Disabilities: 80.2 points below standard Homeless: 28.8 points below standard Hispanic: 42.8 points below standard White: 83.9 points above standard 				<p>below standard</p> <ul style="list-style-type: none"> English Learners: 60.0 points below standard Socioeconomically Disadvantaged: 33.0 points below standard Students with Disabilities: 72.0 points below standard Homeless: 22.0 points below standard Hispanic: 36.0 points below standard White: 80.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 42.7% English Learners: 40.3% 				<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 60.0% English Learners: 54.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 43.3% Students with Disabilities: 36.5% Hispanic: 42.6% White: 31.3% 				<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 58.0% Hispanic: 60.0% White: 44.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 28.61% English Learners: 10.0% Socioeconomically Disadvantaged: 26.36% Students with Disabilities: 12.06% Homeless: 27.03% Hispanic: 25.29% White: 73.33% 				2022-23: <ul style="list-style-type: none"> All Students: 32.00% English Learners: 15.00% Socioeconomically Disadvantaged: 32.00% Students with Disabilities: 16.00% Homeless: 32.0% Hispanic: 32.00% White: 75.00%
Distance from Standard (DFS) on the CASSPP-Mathematics	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 50.8 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 42.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>below standard</p> <ul style="list-style-type: none"> English Learners: 79.4 points below standard Socioeconomically Disadvantaged: 56.4 points below standard Students with Disabilities: 93.6 points below standard Homeless: 54.7 points below standard Hispanic: 60.3 points below standard White: 73.0 points above standard 				<p>below standard</p> <ul style="list-style-type: none"> English Learners: 73.0 points below standard Socioeconomically Disadvantaged: 50.0 points below standard Students with Disabilities: 85.0 points below standard Homeless: 46.0 points below standard Hispanic: 52.0 points below standard White: 50.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 40.5% English Learners: 35.9% 				<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 50.0% English Learners: 44.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 32.9% Hispanic: 39.7% White: 44.4% 				<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 51.0% Hispanic: 50.0% White: 55.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 41.9%				2022-23: (2023 Dashboard) 45.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 6.1%				2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 16.47% English Learners: 1.92% 				2022-23: <ul style="list-style-type: none"> All Students: 20.00% English Learners: 10.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 16.54% • Students with Disabilities: 0.00% • Homeless: 17.65% • Hispanic: 14.58% • White: 30.76% 				<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 20.00% • Students with Disabilities: 10.00% • Homeless: 20.0% • Hispanic: 20.00% • White: 32.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p>	\$2,477,676.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional development expenses: Resource: Title II, Part A; Amount: \$45,000 	\$57,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title I, Part A; Amount: \$30,234 • Educational Software: Resource: Title IV, Part A; Amount: \$14,000 	\$630,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services	\$1,147,597.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • 2100 Instructional Aide Salaries: Resource: Title I, Part A; Amount: \$155,796 • 3100 STRS: Resource: Title I, Part A; Amount: \$6,449 • 3200 PERS: Resource: Title I, Part A; Amount: \$26,959 • 3300 OASDI/Medicare: Resource: Title I, Part A; Amount: \$9,555 • 3400 Health & Welfare Benefits: Resource: Title I, Part A; Amount: \$15,541 • 3500 Unemployment Insurance: Resource: Title I, Part A; Amount: \$588 		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 77.8%				2021-22: 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- ELA/Literacy	2018-19: 50.0%				2021-22: 53.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 55.56%				2021-22: 60.0%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 47.8%				2022-23: 45.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 48.1%				2022-23: 45.0%
Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2020-21: (As of 5/16/21) 28.6%				2023-24: 40.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100%				2022-23: 85.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 45.0%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 40.0%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 60.0%				2023-24: 30.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 65.0%				2023-24: 80.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 60.0%				2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%				Class of 2021: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 5%				2023-24: 10%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 90%				2023-24: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV, Part A; Amount: \$4,866 	\$98,331.00	Yes
2	STEAM and GATE programs	<p>Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science</p>	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV, Part A; Amount: \$500 		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$105,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Educational Software: Resource: Title IV, Part A; Amount: \$400 	\$185,694.00	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities,</p>	\$538,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	36				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 42				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 8.7%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.61%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 5.3%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.8%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.3% Families: 72.8% Staff: 100.0%				2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 96% Staff: 84%				2023-24: Students: 75% Families: 95% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 86%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be</p>	\$224,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school’s EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher Salaries: Resource: Title I, Part A; Amount: \$12,000 • Professional Services: Resource: Title I, Part A; Amount: \$25,000 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and</p>	\$269,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Additional services for homeless students: Resource: Title I, Part A; Amount: \$2,000 		
4	Annual stakeholder surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' 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	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$10,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.53%	\$1,448,867

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education,

activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will

hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These

activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional

supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal

programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory

and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

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

services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared

for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,729,099.00	\$1,269,612.00	\$30,000.00	\$893,478.00	\$8,922,189.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,640,723.00	\$3,281,466.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$33,750.00				\$33,750.00
1	2	All	Instructional materials and technology	\$864,049.00	\$26,672.00		\$145,000.00	\$1,035,721.00
1	3	All	Clean and safe facilities that support learning	\$466,963.00	\$41,528.00		\$55,000.00	\$563,491.00
1	4	Low Income	Healthy and nutritious meals	\$2,000.00				\$2,000.00
1	5	All	Well-orchestrated Home Office support services	\$1,538,903.00				\$1,538,903.00
2	1	All	Broad course of study and standards-based curriculum	\$2,286,006.00			\$191,670.00	\$2,477,676.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$12,200.00			\$45,000.00	\$57,200.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$457,374.00	\$128,688.00		\$44,234.00	\$630,296.00
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	\$188,711.00	\$679,975.00		\$278,911.00	\$1,147,597.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$93,465.00			\$4,866.00	\$98,331.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				\$500.00	\$500.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$105,765.00				\$105,765.00
3	4	Low Income	Physical education, activity, and fitness	\$96,397.00			\$89,297.00	\$185,694.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$212,079.00	\$296,450.00	\$30,000.00		\$538,529.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$187,715.00			\$37,000.00	\$224,715.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$171,222.00	\$96,299.00		\$2,000.00	\$269,521.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$2,500.00				\$2,500.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$10,000.00				\$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,350,717.00	\$2,125,051.00
LEA-wide Total:	\$1,350,717.00	\$2,125,051.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$2,000.00	\$2,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,200.00	\$57,200.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$457,374.00	\$630,296.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,465.00	\$98,331.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$500.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,765.00	\$105,765.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$96,397.00	\$185,694.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$212,079.00	\$538,529.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,715.00	\$224,715.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$171,222.00	\$269,521.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Magnolia Science Academy San Diego
CDS Code:	37-68338-0109157
LEA Contact Information:	Name: Gokhan Serce Position: Principal Email: gserce@magnoliapublicschools.org Phone: (619) 644-1300
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,660,985
LCFF Supplemental & Concentration Grants	\$263,760
All Other State Funds	\$706,901
All Local Funds	\$55,000
All federal funds	\$356,464
Total Projected Revenue	\$4,779,350

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,780,734
Total Budgeted Expenditures in the LCAP	\$4,780,734
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,023,536
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$56,750
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$59,829

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$759,776
2020-21 Difference in Budgeted and Actual Expenditures	\$3,079

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund budget expenditures have been included in the LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego

CDS Code: 37-68338-0109157

School Year: 2021-22

LEA contact information:

Gokhan Serce

Principal

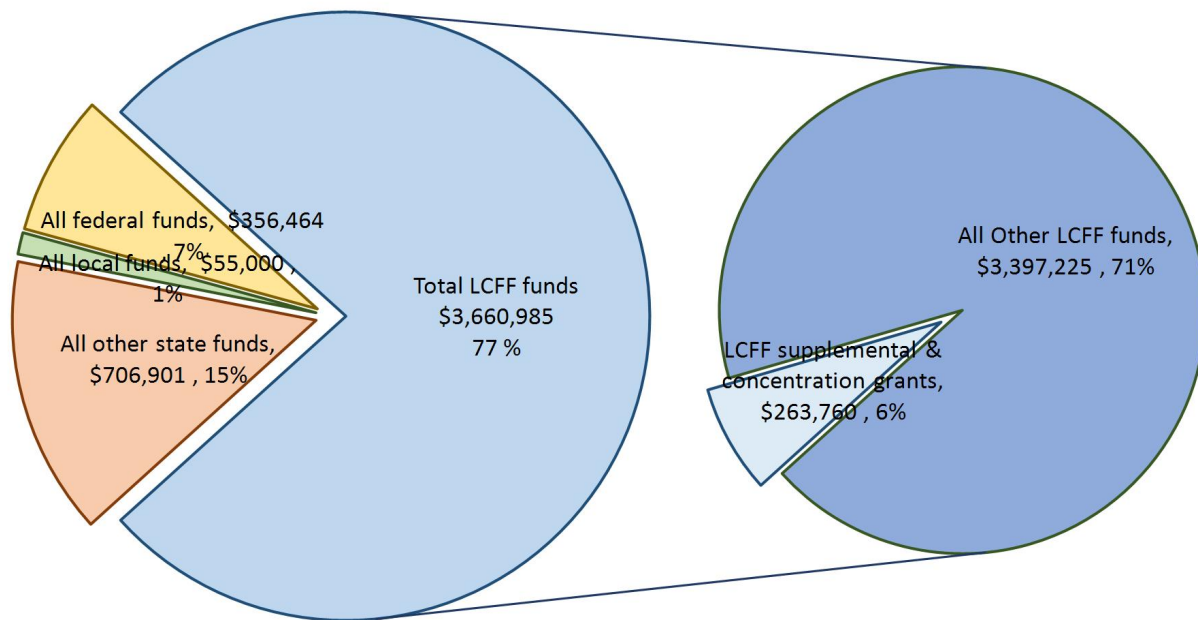
gserce@magnoliapublicschools.org

(619) 644-1300

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



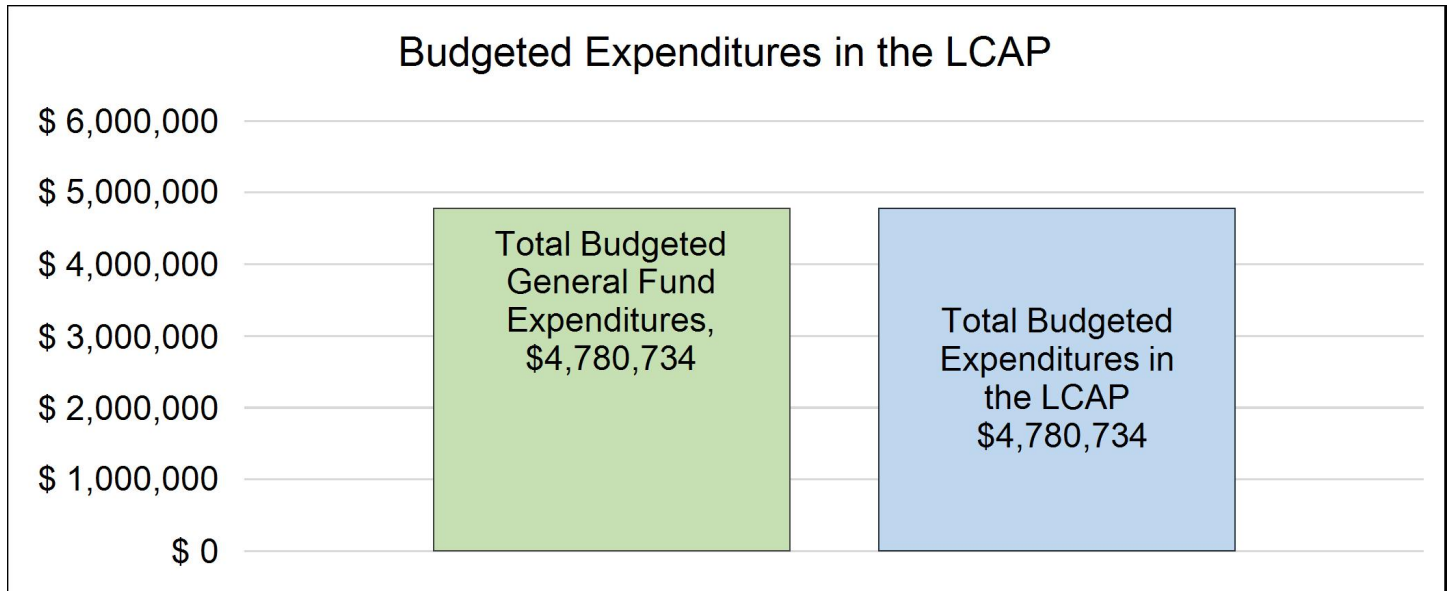
This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy San Diego is \$4,779,350, of which \$3,660,985 is Local Control Funding Formula (LCFF), \$706,901 is other state funds, \$55,000 is local

funds, and \$356,464 is federal funds. Of the \$3,660,985 in LCFF Funds, \$263,760 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy San Diego plans to spend \$4,780,734 for the 2021-22 school year. Of that amount, \$4,780,734 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

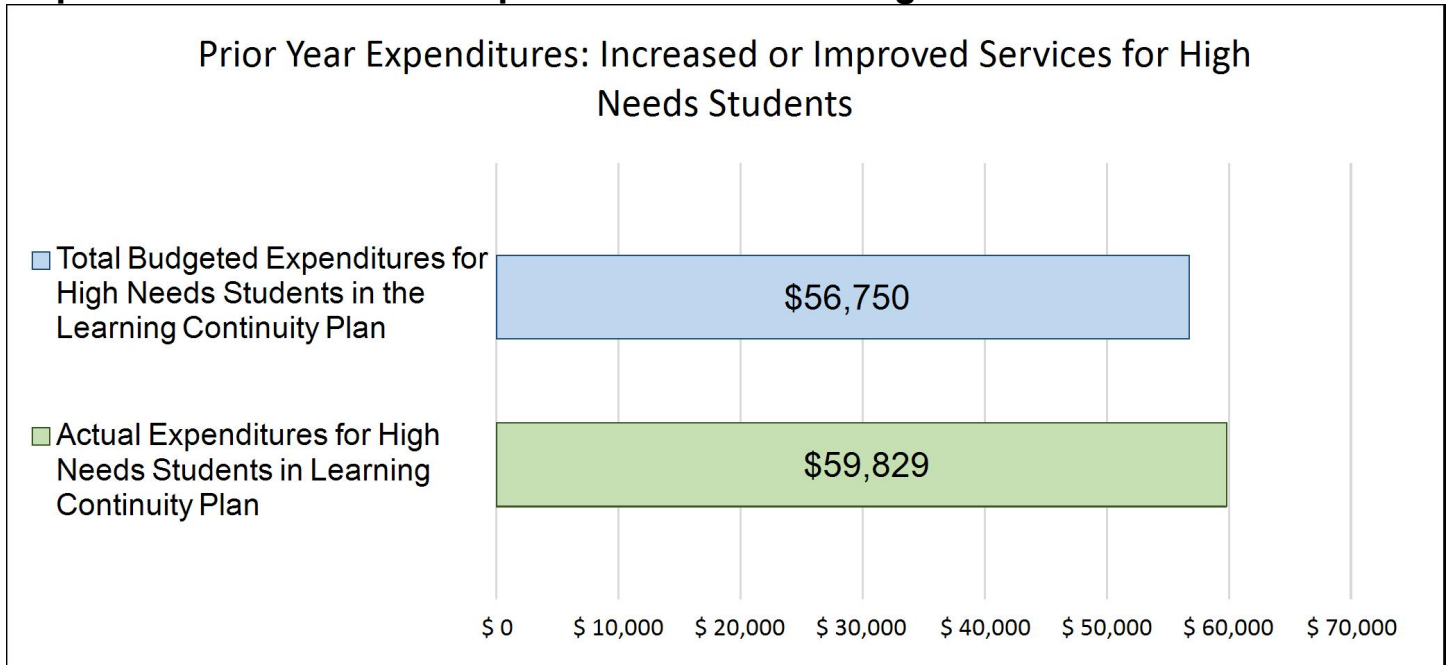
All general fund budget expenditures have been included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy San Diego is projecting it will receive \$263,760 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend \$1,023,536 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Magnolia Science Academy San Diego's Learning Continuity Plan budgeted \$56,750 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent \$59,829 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org 6196441300

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of state standards implementation for all students</p> <p>19-20 100%</p>	<p>2019-20: 100%</p>

Expected	Actual
<p>Baseline 100%</p>	
<p>Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing</p> <p>19-20 90%</p> <p>Baseline 90%</p>	<p>2019-20: 90%</p>
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP- ELA/Literacy assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners:3 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</p> <p>Students with Disabilities: 3 percentage points up from the prior year</p> <p>Hispanic: 3 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p> <p>Baseline</p>	<p>2018-19: All Students: 69.31% English Learners: 40.00% Socioeconomically Disadvantaged: 54.13% Students with Disabilities: 28.07% Hispanic: 69.60% White: 73.17%</p>

Expected	Actual
<p>2016-17 (Baseline):</p> <p>All Students: 68%</p> <p>English Learners: 46%</p> <p>Socioeconomically Disadvantaged: 54%</p> <p>Students with Disabilities: 23%</p> <p>Hispanic: 61%</p> <p>White: 71%</p>	
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p>Baseline 2016-17 (Baseline):</p>	<p>2018-19:</p> <p>All Students: 41.00 points above standard</p> <p>English Learners: 8.3 points above standard</p> <p>Socioeconomically Disadvantaged: 8.6 points above standard</p> <p>Students with Disabilities: 53.9 points below standard</p> <p>Hispanic: 34.00 points above standard</p> <p>White: 46.7 points above standard</p>

Expected	Actual
<p>All Students: 30.9 points above standard</p> <p>English Learners: 31.3 points below standard</p> <p>Socioeconomically Disadvantaged: 4.1 points below standard</p> <p>Students with Disabilities: 63.2 points below standard</p> <p>Hispanic: 18 points above standard</p> <p>White: 36.7 points above standard</p>	
<p>Metric/Indicator Percentage of students performing proficient on the CAASPP- Mathematics assessments (Grades 3-8):</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 3 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p>	<p>2018-19: All Students: 60.62% English Learners: 26.67% Socioeconomically Disadvantaged: 41.29% Students with Disabilities: 22.81% Hispanic: 54.40% White: 67.68%</p>

Expected	Actual
<p>Baseline 2016-17 (Baseline):</p> <p>All Students: 59%</p> <p>English Learners: 23%</p> <p>Socioeconomically Disadvantaged: 42%</p> <p>Students with Disabilities: 25%</p> <p>Hispanic: 47%</p> <p>White: 65%</p>	
<p>Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p>19-20 2019-20 (Expected):</p> <p>All Students: 2 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p>	<p>2018-19:</p> <p>All Students: 21.8 points above standard</p> <p>English Learners: 21.4 points below standard</p> <p>Socioeconomically Disadvantaged: 18.5 points above standard</p> <p>Students with Disabilities: 74.7 points below standard</p> <p>Hispanic: 8.7 points above standard</p> <p>White: 32 points above standard</p>

Expected	Actual
<p>Baseline 2016-17 (Baseline):</p> <p>All Students: 26.7 points above standard</p> <p>English Learners: 25.1 points below standard</p> <p>Socioeconomically Disadvantaged: 12.1 points below standard</p> <p>Students with Disabilities: 67 points below standard</p> <p>Hispanic: 0.8 points above standard</p> <p>White: 40.8 points above standard</p>	
<p>Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p>19-20 2 percentage points up from the prior year</p> <p>Baseline 77%</p>	53.3%
<p>Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p>19-20 5 percentage point up from the prior year</p> <p>Baseline 16%</p>	27.8%
<p>Metric/Indicator</p>	78%

Expected	Actual
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p>19-20 1 percentage point up from the prior year</p> <p>Baseline 90%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures Base \$4,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>	<p>BTSA Expenses 5000-5999: Services And Other Operating Expenditures Base 0.00</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures Base 0.00</p>
<p>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.</p>	<p>Books 4000-4999: Books And Supplies Base \$10,000</p> <p>Supplies & Material 4000-4999: Books And Supplies Base \$19,000</p> <p>Equipment 4000-4999: Books And Supplies Base \$10,000</p>	<p>Books 4000-4999: Books And Supplies Base 153</p> <p>Supplies & Material 4000-4999: Books And Supplies Base 18500</p> <p>Equipment (Chromebook purchase included , which is also included in the fixed asset) 4000-4999: Books And Supplies Base \$9,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Equipment 4000-4999: Books And Supplies Donations 17,000</p>	<p>Equipment 4000-4999: Books And Supplies Donations 17500</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Operations and House Keeping,Maintenance 5000-5999: Services And Other Operating Expenditures Base \$68,000</p> <p>Custodian Benefits 3000-3999: Employee Benefits Base 23,310</p> <p>Custodian salary 2000-2999: Classified Personnel Salaries Base 38,551</p>	<p>Operations and House Keeping,Maintenance 5000-5999: Services And Other Operating Expenditures Base 24,000</p> <p>Custodian Benefits 3000-3999: Employee Benefits Base 23,600</p> <p>Custodian Salary 2000-2999: Classified Personnel Salaries Base 41,000</p>
<p>Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,800</p>	<p>PD 1000-1999: Certificated Personnel Salaries Title II 2500</p> <p>TeachBoost 5000-5999: Services And Other Operating Expenditures Title IV 1800</p>
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and</p>	<p>EL Coordinator salary 2000-2999: Classified Personnel Salaries Title I \$19,400</p>	<p>EL Coordinator salary 2000-2999: Classified Personnel Salaries Title I 19,400</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>	<p>Benefits 2000-2999: Classified Personnel Salaries Title I \$8,400</p>	<p>Benefits 2000-2999: Classified Personnel Salaries Title I \$8,400</p>
<p>Charter School teachers will provide instruction using 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.</p> <p>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.</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Title II 0</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Title II 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Special Education \$30,000</p>	<p>Intervention teacher salaries (Study Skills) 1000-1999: Certificated Personnel Salaries Special Education 30,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>After school tutoring 1000-1999: Certificated Personnel Salaries Base \$20,000</p>	<p>After school tutoring 1000-1999: Certificated Personnel Salaries Base 20,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Deans of academics salary 1000-1999: Certificated Personnel Salaries Base \$87,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$26,400</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Title IV \$5,600</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Base \$1,800</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$3,600</p>	<p>Dean of Academics Salary 1000-1999: Certificated Personnel Salaries Base 86,112</p> <p>Benefits 3000-3999: Employee Benefits Base 29,040</p> <p>Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Title IV 4,800</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Base \$1,875</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$3,600</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: \$7,000 Actual: \$0 .Due to credentialed teachers there was no need for a BTSA and EL Authorization Expenditure.

Goal 1: Action 2: Planned: \$56,000 Actual: \$45,153 The difference is due to not meeting the expected enrollment increase. As a result we didn't purchase extra books and supplies.

Goal 1: Action 3: Planned: \$129,861 Actual: \$88,600. We were planning to add additional custodial service and also to retrofit the restrooms. Although the regular custodial and facility expenditures took place the additional plans didn't take place due to not meeting enrollment target.

Goal 1: Action 4: Planned: \$6,800 Actual: \$4,300 The school was closed for about three months due COVID-19 and teachers attended virtual and free PDs instead.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year, we had to close the school for in person learning in March 2020 and go to Distance Learning because of the COVID pandemic. As a result of this, we didn't administer CAASPP standardized assessments in English and Math, or our internal spring assessment (NWEA MAP) both areas to see growth from fall to spring. We did give the MAP assessment in Fall 2020. We were also not able to give the Summative ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year. After school clubs and tutoring continued virtually throughout second semester.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator</p>	<p>2019-20: 20%</p>

Expected	Actual
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club</p> <p>19-20 20%</p> <p>Baseline 20%</p>	
<p>Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>2019-20: 100%</p>
<p>Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p>19-20 100%</p> <p>Baseline 80%</p>	<p>2019-20: 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. 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.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$1,027,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$387,000</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$1,027,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$387,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$36,000</p>	<p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$26,135</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Principal and 1 Dean of Academics salaries (Dean salary is included in goal 1) 1000-1999: Certificated Personnel Salaries Base \$103,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$34,140</p>	<p>1 Principal and 1 Dean of Academics salaries (Dean salary is included in goal 1) 1000-1999: Certificated Personnel Salaries Base 103,000</p> <p>Benefits 3000-3999: Employee Benefits Base 34,140</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Accelerated/Advanced Math teacher salary and benefits</p> <p>(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries Base \$55,000</p>	<p>Accelerated/Advanced Math teacher salary and benefits</p> <p>(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries Base \$55,000</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base \$77,500</p> <p>Benefits 3000-3999: Employee Benefits Base \$28,800</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base 77,500</p> <p>Benefits 3000-3999: Employee Benefits Base 28,800</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Science materials (Duplicate) 4000-4999: Books And Supplies Base 0</p> <p>Academic competitions, steam expo expenses 5000-5999: Services And Other Operating Expenditures Base \$4,500</p>	<p>Science materials (Duplicate) 4000-4999: Books And Supplies Base 0</p> <p>Academic competitions, steam expo expenses 5000-5999: Services And Other Operating Expenditures Base \$600</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1- Planned expenditures for field trips: \$36000 Actual: 26,135. Due to the Covid-19 School closures we were not able to do the end of year field trips.

Goal 2: Action 5- Planned expenditures for Academic Competitions and STEA Expos: \$4,500 Actual: \$500. Due to the Covid-19 School closures we were not able to attend most of the competitions and host the annual San Diego STEAM Expo.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We provided all courses, electives, programs, and services outlined in our charter petition; specific programs and services are dependent on student need and interest. Our master schedule is designed to meet the needs of all students. We sent surveys to our students to gauge their interests when we started making the master schedule and were able to use student and teacher feedback. In this year of Distance Learning, competing in different competitions was put on hold. Still, we were able to participate in Robotics competition and won the 1st place. Although we were able to do Holiday STEAM Expo event and attended San Diego Festival of Science and Engineering we could not have a school-wide or MPS-wide STEAM EXPO because of the restrictions placed upon California due to the pandemic. 8th grade promotion was done as a drive through event and streamed live on Instagram.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of SSC meetings per year</p> <p>19-20 4</p> <p>Baseline 3</p>	<p>2019-20: 3</p>
<p>Metric/Indicator Number of PTF meetings per year</p> <p>19-20 4</p> <p>Baseline 8</p>	<p>2019-20: 8</p>
<p>Metric/Indicator Number of activities/events for parent involvement per year</p> <p>19-20 5</p> <p>Baseline 5</p>	<p>2019-20: 10</p>

Expected	Actual
<p>Metric/Indicator Frequency of SIS record updates</p> <p>19-20 Daily/Weekly</p> <p>Baseline Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p>Metric/Indicator Number of progress reports sent to parents per year</p> <p>19-20 4</p> <p>Baseline 4</p>	<p>2019-20: 4</p>
<p>Metric/Indicator Percentage of students who have been home-visited by the teachers per year</p> <p>19-20 15%</p> <p>Baseline 12%</p>	<p>2019-20: 17</p>
<p>Metric/Indicator ADA rate</p> <p>19-20 96.5%</p> <p>Baseline 96.3%</p>	<p>2019-20: 95.8%</p>
<p>Metric/Indicator Chronic absenteeism rate</p> <p>19-20 7%</p> <p>Baseline</p>	<p>2019-20: 5.5%</p>

Expected	Actual
5%	
Metric/Indicator Middle school dropout rate 19-20 0% Baseline 0%	2019-20: 0%
Metric/Indicator Student suspension rate 19-20 1% Baseline 1%	2019-20: 2.5%
Metric/Indicator Student expulsion rate 19-20 0% Baseline 0%	2019-20: 0.2%
Metric/Indicator School experience survey participation rates 19-20 Students: 85% Families: 55% Staff: 85% Baseline Students: 94%	2019-20: Students: 94.7% Families: 64.9% Staff: 96.9%

Expected	Actual
Families: 32% Staff:84%	
Metric/Indicator School experience survey average approval rates 19-20 Students: 60% Families: 95% Staff: 85% Baseline Students: 67% Families: 96% Staff: 72%	2019-20: Students: 62% Families: 96% Staff: 90%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	Parent meeting expenses 4000-4999: Books And Supplies Base \$1,000	Parent meeting expenses 4000-4999: Books And Supplies Base \$1,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$2,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$0</p>
<p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Illuminate SIS & DnA (Duplicate) 5000-5999: Services And Other Operating Expenditures Base 0</p>	<p>Illuminate SIS & DnA (Duplicate) 5000-5999: Services And Other Operating Expenditures Base 0</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I \$10,000</p>	<p>Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I \$3,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Dean of Culture salary 1000-1999: Certificated Personnel Salaries Base \$83,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$20,000</p>	<p>Dean of Culture 1000-1999: Certificated Personnel Salaries Base 80,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$30,000</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base \$88,000</p>	<p>1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base 92,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Benefits 3000-3999: Employee Benefits Base \$33,600</p> <p>School Cell Phones 5900: Communications Base \$1,500</p>	<p>Benefits 3000-3999: Employee Benefits Base 33,600</p> <p>School Cell Phones 5900: Communications Base \$1,500</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries Base \$89,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$21,380</p>	<p>Dean of Students 1000-1999: Certificated Personnel Salaries Base 93,000</p> <p>Benefits 3000-3999: Employee Benefits Base 30000</p>
<p>Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base \$2,800</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base \$1,500</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base 1,500</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action 2: Planned: \$2,000 Actual: \$0 All the supplies for the parent activities were provided by PTF and parents.
Goal 3: Action 4: Planned: \$10,000 Actual: \$3,000 The school was closed for about three months due COVID-19 and teachers were not able to do more home visits.
Goal 3: Action 8: Planned: \$2,800 Actual: \$0. All the staff PDs took place through SDCOE and they were free. Also we used the PBIS Software "Kickboard" but it was purchased through MTSS funds under our consortium lead MSA-Santa Ana's budget.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We held SSC, ELAC, and PTF meetings through out the the school year, we continued with virtual meetings after the pandemic. We provided parents with access to our SIS and additionally sending home four Progress Reports and two Report Cards over the year, as well as offering Parent/Teacher Conferences. Home Visits were conducted by our teachers and admin - during the first semester they were in person, but we continued second semester with online Home Visits through Zoom. Our staff and admin acknowledged and encouraged positive student behavior and improvements. We administered school experience surveys to all our stakeholders, students, parents, and staff. These surveys 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, what we should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. Our satisfaction rates for the families, staff, and students was at an all time high, with our stakeholders happy about how we conducted Distance Learning during the pandemic. Finally Principal Serce offered weekly coffee with principal meetings to give updates, answer parent questions and to provide work shops to help parents adjust to the new normal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	\$44,000	12,000	No
Deep Cleaning and Disinfecting of Campus	\$10,000	20,000	No
Purchase of necessary Personal Protective Equipment for students and staff	\$15,000	30,000	No
Learning Platforms to Enhance Learning (Membean, BrainPop, NWEA MAP, etc.)	\$10,000	16,650	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

- 1- In order to provide instructional services in person we hired CNA to provide health screenings and temperature checks in the beginning of the year. Since we had hard time finding CNAs, we had 4 CNAs, all for short periods of time, an RN trained our essential staff to do screening. Due to our county tier we were not able to open in person until April 12 and as a result we ended up only spending 12k of the 44k Planned.
- 2- Initially we were planning to utilize only one custodian but due to stable groups guidance and need for additional disinfection we hired a company to do additional disinfection after school.
- 3- We initially planned only purchasing basic PPE such as masks, hand sanitizers etc. We ended up spending funds on hand washing stations, Isolation tents, air purifiers, sneeze guards, signage and more PPE to provide a safe environment for our students and staff.
- 4- Due to extended Distance learning we purchased more online tools to enhance learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One addition we have made this school year is the addition of a Certified Nurse's Assistant to conduct all the health screenings and temperature checks of all stakeholders who enter the school. Since we had hard time finding CNAs, we had 4 CNAs, all for short periods of time, an RN trained our essential staff to do screening. Deep cleaning and disinfecting the offices, classrooms, bathrooms, and all public areas, as well as the purchase of Personal Protective Equipment has been ongoing this school year. We bought plexiglass dividers for the main office and all teachers' and students' desks, as well as all desks in offices. We purchased hand sanitizing stations, cones and arrow signs to direct drop off and pick up traffic, signage posted all around the school, and mask wearing for everyone, as well as hiring a day and night service from a vendor to help with deep cleaning and daily disinfecting. We had in-person COVID testing for all staff and students on our campus before starting Hybrid Learning. Our learning platforms include NWEA MAP for internal assessments twice a year, as well as other programs to assist teachers in the classroom. We also continued providing support for our students with disabilities with OT, speech, adapted PE, counseling , etc. services through our service providers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Internet hot spots	\$9,000	15,000	Yes
Purchase of Chromebooks	\$10,000	\$20,000	

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to the distance learning we needed more hot spots and Chromebooks for 20-21 school year. We did fundraising to pay for the additional Chromebook needs.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We offered a virtual Summer School during the month of July for all grades to mitigate the summer learning loss. Teachers started the beginning of August with Professional Development by admin, expert/lead teachers, and Home Office staff. During our weekly Staff Meetings and collaboration meetings with the different grade levels, Professional Development on Distance Learning strategies, attendance policies, PBIS strategies, and student engagement was continued. When school started, teachers enrolled all students in Google Classroom and school staff passed out Chromebooks and hotspots to all students who needed one. Before the school year started 100% of the students had access to a computer and internet. We provided digital versions of our curriculum through McGraw Hill. We monitored student attendance and engagement through our office clerk and SEAN (Student Engagement and Attendance Network) Team. SEAN team members made calls to families of students who were not attending and/or engaged in school activities.

Education Specialists and instructional aides continued supporting students with disabilities by entering Breakout Rooms and working with the students one on one. They continued annual IEP meetings on Zoom and included PowerPoint presentations so the parents had a visual representation of the IEP during the meeting. EL students were supported by all teachers and ELD standards were integrated in the lessons of all teachers. Teachers continued to hold tutoring and office hours for students. Saturday School was offered to mitigate learning loss.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	\$24,750	17,500	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	\$8,000	7,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to the distance learning, there was less interest in Summer School and Saturday School. Also, since the Summer School ended up being in Distance Learning, we had fewer expenses than planned

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With additional training for teachers during summer in-service and an upgraded schedule with more support our Distance Learning 2.0 focused on offering live and total course time for all core classes and designated times for student support. Our teachers offered after-school tutoring on a daily basis. Our instructional aides provided 1-1 support sessions to our vulnerable students. Also our teachers held daily Office Hours where students were also able to talk to their teachers about assignments, projects, etc. Teachers also had a 40 minute asynchronous period after every live teaching session where they stayed and helped/retaught the students who needed the

support. Additional technology such as laptops, mics, additional monitors were purchased for the teachers and tech support is provided whenever they needed it. A targeted Saturday School program is created and offered to all high need students. Weekly 3 sessions of Math and ELA lessons offered to small groups of students to close the achievement gap.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

For the entire school year our team created daily Zones of Regulations activities and presented to students during advisory class via YouTube and Facebook live streaming. The daily Donuts In the Morning presentation, hosted by 6 students and 3 staff members, helped all of our community members to connect during the distance learning. Also we provided weekly SEL lessons during SSR ,homeroom class ,that are aligned with our WIZARD WAY character education program. Our School counselor offered and counseling sessions to all students who needed extra SEL support.

During weekly staff meetings, all staff participated in mindfulness activities. We are also offering a referral service called CareSolace, which is open to all of our stakeholders. This program offers a referral service to parents, students, and students who need mental health services. We have also conducted two SEL-based surveys to our parents and staff, which have given us valuable information to plan SEL activities and professional development. We also encourage teachers to attend outside of school Professional Development on SEL strategies and then ask that they report back to the staff on what they learn.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We utilize staff, student and parent surveys with fidelity and reflect on them and make necessary changes as much as we can. 89% of our students indicated that “Overall, I am satisfied and would recommend this school to other students.” Given that we were in distance learning for nearly a year, the overall satisfaction rate is a testament to the dedication of our teachers who were determined to provide an engaging distance learning program for our student body. Moreover, it is a reflection of MSASD leadership’s guidance, coaching and efforts to adjust to the educational landscape that had many changes. The result was nearly a 10 point jump in overall satisfaction from the student population. (Connection piece- SSR, SEAN, Office hours) Our families recorded an overall satisfaction rate of 97%. We had a 2 point jump for our families. Finally our staff recorded an overall satisfaction rate of 100%.

We have increased our pupil and family engagement and outreach through our weekly newsletter Magnolia Times, Coffee with the Principal sessions every Friday, virtual assemblies, School Site Council and ELAC meetings, and multiple Town Hall meetings. It is through these avenues that our pupils and families can connect, participate, and engage with staff and home office members to voice any opinions and concerns. Over the course of this year we have been fully transparent in our learning modalities. We have presented dates and options for our pupils and families to feel comfortable in transitions back onto campus for Hybrid Learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School meals are essential to student health and academic success, and they are critical as families may continue to struggle financially due to the coronavirus pandemic. We offered weekly meal kit pick up dates for all of our families that are in need.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
			0	Yes
Mental Health and Social and Emotional Well-Being	KickBoard Positive Behavior System	\$5,000	3,179	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We continued to use Kickboard Positive Behavior System to engage students during distance learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our Distance learning experience helped us expand our ability to do more blended learning as part of our in-person instruction. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Hybrid Learning model started in April, 2021.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To mitigate the learning loss of students, we have increased math and Ela focused tutoring .Also added more Saturday school sessions. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum, IXL, supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and MTSS activities for all stakeholders. We have offered weekly coffee with principal meetings to address any parent concerns or to hear any suggestions from our stake holders.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our Distance learning experience helped us expand our ability to do more blended learning as part of our in-person instruction. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Hybrid Learning model started in April, 2021. To mitigate the learning loss of students, we have increased math and Ela focused tutoring .Also added more Saturday school sessions. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum, IXL, supporting math, ELA, science, and social studies. In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and MTSS activities for all stakeholders. We have offered weekly coffee with principal meetings to address any parent concerns or to hear any suggestions from our stakeholders.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,508,581.00	2,446,055.00
Base	2,378,581.00	2,328,920.00
Donations	53,000.00	43,635.00
Special Education	30,000.00	30,000.00
Title I	41,400.00	34,400.00
Title II	0.00	2,500.00
Title IV	5,600.00	6,600.00
	10,000.00	34,400.00
	0.00	2,500.00
	0.00	6,600.00
	0.00	4,200.00
	0.00	4,200.00
	0.00	4,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,508,581.00	2,446,055.00
1000-1999: Certificated Personnel Salaries	1,494,000.00	1,496,612.00
1000-3000: Salary and Benefits	10,000.00	3,000.00
2000-2999: Classified Personnel Salaries	231,851.00	238,300.00
3000-3999: Employee Benefits	574,630.00	596,180.00
4000-4999: Books And Supplies	59,000.00	46,153.00
5000-5999: Services And Other Operating Expenditures	137,600.00	64,310.00
5900: Communications	1,500.00	1,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,508,581.00	2,446,055.00
1000-1999: Certificated Personnel Salaries	Base	1,464,000.00	1,464,112.00
1000-1999: Certificated Personnel Salaries	Special Education	30,000.00	30,000.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	2,500.00
1000-3000: Salary and Benefits	Title I	10,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Base	204,051.00	210,500.00
2000-2999: Classified Personnel Salaries	Title I	27,800.00	27,800.00
3000-3999: Employee Benefits	Base	574,630.00	596,180.00
4000-4999: Books And Supplies	Base	42,000.00	28,653.00
4000-4999: Books And Supplies	Donations	17,000.00	17,500.00
5000-5999: Services And Other Operating Expenditures	Base	92,400.00	27,975.00
5000-5999: Services And Other Operating Expenditures	Donations	36,000.00	26,135.00
5000-5999: Services And Other Operating Expenditures	Title I	3,600.00	3,600.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	5,600.00	6,600.00
5900: Communications	Base	1,500.00	1,500.00
		0.00	0.00
		0.00	3,600.00
		0.00	0.00
		0.00	6,600.00
		1,500.00	1,500.00
		0.00	4,200.00
		0.00	7,000.00
		0.00	4,200.00
		0.00	4,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	401,861.00	341,280.00
Goal 2	1,752,940.00	1,739,175.00
Goal 3	353,780.00	365,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$79,000.00	\$78,650.00
Distance Learning Program	\$19,000.00	\$35,000.00
Pupil Learning Loss	\$32,750.00	\$25,000.00
Additional Actions and Plan Requirements	\$5,000.00	\$3,179.00
All Expenditures in Learning Continuity and Attendance Plan	\$135,750.00	\$141,829.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$69,000.00	\$62,000.00
Distance Learning Program	\$10,000.00	\$20,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$69,000.00	\$62,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,000.00	\$16,650.00
Distance Learning Program	\$9,000.00	\$15,000.00
Pupil Learning Loss	\$32,750.00	\$25,000.00
Additional Actions and Plan Requirements	\$5,000.00	\$3,179.00
All Expenditures in Learning Continuity and Attendance Plan	\$56,750.00	\$59,829.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA- San Diego serves around 440 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia’s mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, afterschool clubs, character education classes, field trips, community meetings, and much more. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links. Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

- CDE recognized our school as a California Distinguished School
- We are implementing Restorative Practices to improve school culture and provided many professional developments for our staff and teacher leaders.
- Trained all admin team and teacher leaders in MTSS through MTSS grant.
- MSA-San Diego's overall performance in State testing based on latest California School Dashboard is green in Math and Blue in ELA.
- MSA-San Diego showed significant growth in state test in both Math and English for English Learners
- Our school outperformed all of the charter middle schools in city of San Diego and all of the middle schools in Navajo community.
- MSA-San Diego established partnership with the local community college to host community events like San Diego STEAM Expo.
- MSA-San Diego provided opportunities for students to showcase their achievements in STEAM fields. Some of the opportunities are:

1-Seaperch underwater robotics team made it to international Finals

2-Our FLL Robotics team won the 1st place in LEGOLAND at SoCal competition 6 time in the last 7 years.

3-Our Archery team won San Diego, State and National 1st,2nd and 3rd place awards at the Olympic Archery in Middle Schools competitions.

4-MSA-San Diego cohosted 6 annual San Diego STEAM Expo with Grossmont College

5-Participated San Diego Festival of Science and Engineering with over 80 students. Over 7,000 visitors visited Magnolia booths.

- The level of parent participation for school events increased significantly.
- MSA-San Diego PTF established their bylaws and had their second election with the new bylaws.
- Although we are in Distance Learning , MSA-San Diego is close to meeting its home visit target.
- Prepared our site to in-person learning with all the required safety measures.
- MSA-San Diego hosted, organized or participated in over 15 virtual school and community events throughout the school year.
- Hosted daily Live Donuts in The Morning announcements via YouTube bring our community together.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Increase academic achievement in the area of math for students with disabilities group in CAASPP.
- Recruiting and retaining highly qualified teachers
- Continual refinement of intervention programs to assist in closing the achievement gap for all student groups.
- Empowering students to be school wide student leaders in the establishment of school culture with a new school culture model.

- After a 13 month Distance learning and a new pandemic era students and staff need more academic, social emotional, and mental health resources and support.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent trainings via activities such as Coffee w/ Principal, PTF and LCAP meetings
- Although currently we are the highest performing charter middle school in the county and in the Navajo community based on Dashboard data we see that all of our stake holders are worried about learning loss due to pandemic limitations and Distance Learning. There is a need to provide more targeted instruction based on NWEA MAP Fall to Spring data.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing positive behavior intervention support services to our students through well-established Restorative Practices system.
- Continue using teacher evaluation system "TeachBoost"
- Reduce chronic absenteeism to under 5%

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other 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 annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, ELAC Meetings, Coffee with the Principal meetings, Townhall meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff and the Charter School staff make virtual and in-person home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 4 PTF meetings, 2 SSC meetings, 3 ELAC meetings, at least 30 parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 40 in person and virtual home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Committee (PAC)/Parents:

- Transition to in person as soon as it is safe.
- Happy with the Uniform expectations.
- Continue to provide a variety of courses in Summer school
- Add more electives.
- Asked for weekly update meetings to continue

Students:

- Students shared that teachers are respectful, helpful, nice, they work hard, they spend extra time to support students.

- Friends/Classmates are kind.
- After school clubs and activities provide opportunities for students to connect with friends, learn and have fun.
- Students were not happy about the Distance Learning
- Students shared that they want less limitations on uniforms
- Students asked for more mental health support for themselves and their friends
- Students also asked for new Chromebook
- Students would like to see more elective opportunities.

Staff:

- Continue to build on our Multi-Tiered System of Support
- Continue to provide social-emotional learning (SEL) experiences
- Continue with our Zone of Regulation SEL lessons to increase awareness and ownership of The WIZARD Way.
- Continue to use on-line PBIS platform, Kickboard, to recognize our students who demonstrate The WIZARD Way
- Staff asked for a Chromebook and Teacher computer upgrade
- Bring more outside resources for our site professional development
- Staff would like to attend Magnolia wide PDs via Zoom.
- Staff shared that there is more need for mental health and SEL Support.

School Site Council (SSC):

- SSC members were concerned about the amount of live classes offered during Distance Learning
- DL 2.0 is more organized and effective.
- A hybrid model will help students to transition to normalcy in a faster way.

ELAC:

- Parents are happy about the additional EL support taking place in the mornings and in the afternoons.

SELPA:

- Create a plan to provide targeted support for Students with Disabilities in Math.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Expanding after school tutoring and summer school opportunities
- Adding Saturday school for academic support
- Providing counseling and mental health support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers

- Investing in new Chromebook and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving student restrooms
- Providing more staff PDs through outside professionals
- Other input includes improving school facilities such as the lunch area, roofs and A/C units.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee	\$16,750.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Teacher credentialing expenses: Resource: Title II, Part A; Amount: \$9,578 (Included under action 2.2) 		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and</p>	\$348,180.11	No

Action #	Title	Description	Total Funds	Contributing
		<p>other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Hot Spots and Zoom Expenses : Resource: 3210 ESSER Funds; Amount: \$17,000 		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.</p> <p>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)</p>	\$993,232.10	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,000.00	Yes
5	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.	\$257,389.79	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 100%				2023-24: 100%
Percentage of students who have received a grade of “C” or better (or	2020-21: (First semester) 75%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 30.0				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> • All Students: 69.31% • English Learners: 40.00% • Socioeconomically Disadvantaged: 54.13% • Students with Disabilities: 28.07% • Two or More Races: 63.79% • African American: 40.00% • Asian: 76.93% • Hispanic: 69.60% • White: 73.17% 				2022-23: <ul style="list-style-type: none"> • All Students: 71% • English Learners: 46% • Socioeconomically Disadvantaged: 57% • Students with Disabilities: 32% • Two or More Races: 65% • African American: 46% • Asian: 78% • Hispanic: 71% • White: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> • All Students: 41.0 points above standard • English Learners: 8.3 points above standard • Socioeconomically Disadvantaged: 8.6 points above standard • Students with Disabilities: 53.9 points below standard • Two or More Races: 38.1 points above standard • African American: 21.3 points below standard • Asian: 93.2 points above standard • Hispanic: 34.0 points 				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> • All Students: 43.0 points above standard • English Learners: 10.0 points above standard • Socioeconomically Disadvantaged: 10.0 points above standard • Students with Disabilities: 47.0 points below standard • Two or More Races: 40.0 points above standard • African American: 15.0 points below standard • Asian: 94.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	above standard <ul style="list-style-type: none"> White: 46.7 points above standard 				<ul style="list-style-type: none"> Hispanic: 36.0 points above standard White: 48.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 47.3% English Learners: 38.5% Socioeconomically Disadvantaged: 47.1% Students with Disabilities: 31.7% African American: * Asian: 55.0% Hispanic: 50.6% White: 44.3% 				2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 60.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 55.0% African American: 65.0% Asian: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> All Students: 60.62% English Learners: 26.67% 				2022-23: <ul style="list-style-type: none"> All Students: 62.00% English Learners: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 41.29% • Students with Disabilities: 22.81% • Two or More Races: 56.90% • African American: 30.00% • Asian: 84.61% • Hispanic: 54.40% • White: 67.68% 				<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 45.00% • Students with Disabilities: 27.00% • Two or More Races: 59.0% • African American: 36.0% • Asian: 86.00% • Hispanic: 57.00% • White: 69.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 21.8 points above standard • English Learners: 21.4 points below standard • Socioeconomically Disadvantaged: 18.5 				<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> • All Students: 23.0 points above standard • English Learners: 15.0 points below standard • Socioeconomically Disadvantaged: 12.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • points below standard • Students with Disabilities: 74.7 points below standard • Two or More Races: 16.9 points above standard • African American: 37.8 points below standard • Asian: 65.6 points above standard • Hispanic: 8.7 points above standard • White: 32.0 points above standard 				<ul style="list-style-type: none"> • points below standard • Students with Disabilities: 66.0 points below standard • Two or More Races: 19.0 points above standard • African American: 30.0 points below standard • Asian: 66.0 points above standard • Hispanic: 10.0 points above standard • White: 33.0 points above standard
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> • All Students: 47.0% • English Learners: 48.1% • Socioeconomically 				<p>2023-24:</p> <ul style="list-style-type: none"> • All Students: 65.0% • English Learners: 65.0% • Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 41.4% <ul style="list-style-type: none"> Students with Disabilities: 42.2% African American: * Asian: 37.5% Hispanic: 46.3% White: 48.5% 				Disadvantaged: 65.0% <ul style="list-style-type: none"> Students with Disabilities: 65.0% African American: 65.0% Asian: 65.0% Hispanic: 65.0% White: 65.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 53.3%				2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 33.3%				2023-24: 30.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments	2018-19: <ul style="list-style-type: none"> All Students: 55.74% Socioeconomically 				2022-23: <ul style="list-style-type: none"> All Students: 57.00% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)	Disadvantaged: 48.48% <ul style="list-style-type: none"> Students with Disabilities: 20.00% Homeless: 55.74% Hispanic: 51.35% White: 58.18% 				Disadvantaged: 50.00% <ul style="list-style-type: none"> Students with Disabilities: 22.00% Homeless: 57.0% Hispanic: 54.00% White: 60.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,207,109.87	No

Action #	Title	Description	Total Funds	Contributing
2	Professional development for high-quality instruction	<p>Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$9,578.00 	\$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Quizizz, BrainPOP, Membean, Nearpod, EdPuzzle)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$6,000 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$10,457 • Instructional Aide Salaries and Benefits: Resource: Title I, Part A; Amount: \$15,710 	\$362,512.95	Yes

Action #	Title	Description	Total Funds	Contributing
4	Designated and integrated ELD programs	<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p>		Yes

Action #	Title	Description	Total Funds	Contributing
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$783,035.90	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 27%				2023-24: 20%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.</p>	\$4,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees and Sound Trap Music Software .</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Sound Trap : Title IV, Part A; Amount: \$800 		
4	Physical education, activity, and fitness	<p>Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$700 	\$175,743.44	Yes

Action #	Title	Description	Total Funds	Contributing
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$234,697.92	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 1				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	28				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 19				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 5.1%				2023-24: 15%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.22%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.4%				2023-24: 6.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 1.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.7% Families: 67.9% Staff: 100.0%				2023-24: Students: 90.0% Families: 67.0% Staff: 90.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 95%				2023-24: Students: 74% Families: 85% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized</p>	\$288,273.35	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Stipends for home visits: Resource: Title I, Part A; Amount: \$10,000 • ParentSquare software fees: Resource: Title I, Part A; Amount: \$3,000 • Parent Education Bridge program Staff Stipends: Resource: Title I, Part A; Amount: \$4,000 • Parent activity/event expenses: Resource: Title I, Part A; Amount: \$XX,XXX 		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and</p>	\$44,508.20	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • PBIS program fees : Resource: Title IV, Part A; Amount: \$5,000 • Additional services for homeless students: Resource: Title I, Part A; Amount: \$2,750.00 		
4	Annual stakeholder surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Partnership expenses: Resource: Title IV, Part A; Amount: \$XX,XXX 		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.76%	\$263,760

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and this action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other

support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in increased and

improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. 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. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students

and students with exceptional needs.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention and student support

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: Designated and integrated ELD programs

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

- Goal 3: Action 1: College/Career readiness programs and activities

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: STEAM and GATE programs

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. Charter School will design and implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: Digital literacy and citizenship programs

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

- Goal 3: Action 4: Physical education, activity, and fitness

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, 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 chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessments, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement. These activities will result in

increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: MTSS - PBIS and SEL support

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: Annual 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 the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: Community outreach and partnerships

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,623,824.10	\$841,239.63	\$30,000.00	\$285,669.90	\$4,780,733.63

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,075,712.84	\$1,705,020.79

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	\$16,750.00				\$16,750.00
1	2	All	Instructional materials and technology	\$316,180.11	\$15,000.00		\$17,000.00	\$348,180.11
1	3	All	Clean and safe facilities that support learning	\$913,003.81			\$80,228.29	\$993,232.10
1	4	Low Income	Healthy and nutritious meals	\$12,000.00				\$12,000.00
1	5	All	Well-orchestrated Home Office support services	\$257,389.79				\$257,389.79
2	1	All	Broad course of study and standards-based curriculum	\$1,125,824.78	\$81,285.09			\$1,207,109.87
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$21,422.00			\$9,578.00	\$31,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$252,738.83	\$76,107.00		\$33,667.12	\$362,512.95
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	\$110,528.07	\$575,841.54		\$96,666.29	\$783,035.90
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$3,500.00			\$800.00	\$4,300.00
3	4	Low Income	Physical education, activity, and fitness	\$175,043.44			\$700.00	\$175,743.44
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$111,691.92	\$93,006.00	\$30,000.00		\$234,697.92
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	\$271,273.35			\$17,000.00	\$288,273.35
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$14,478.00			\$30,030.20	\$44,508.20
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	\$2,000.00				\$2,000.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	\$20,000.00				\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$884,147.54	\$1,175,035.86
LEA-wide Total:	\$884,147.54	\$1,175,035.86
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	\$12,000.00	\$12,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,422.00	\$31,000.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252,738.83	\$362,512.95
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$4,300.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$175,043.44	\$175,743.44

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,691.92	\$234,697.92
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$271,273.35	\$288,273.35
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,478.00	\$44,508.20
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.