

Agenda Item:	III B: Information/Discussion Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Data Presentation: LCAP Mid-Year Update

1. Action Proposed:

N/A

2. Purpose:

A mid-year update to the Local Control and Accountability Plan (LCAP) and presentation of the report to the Board is a requirement for LEAs as described in the Ed Code.

3. Background:

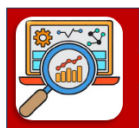
LCAP Mid-Year Update

According to the Ed Code 47606.5, the charter school shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing body of the charter school. The report shall include both of the following:

- (A) All available midyear outcome data related to metrics identified in the current year's LCAP.
- (B) All available midyear expenditure and implementation data on all actions identified in the current year's LCAP.

Report Requirements

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



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



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



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

Final Considerations



LEAs are NOT required to use any specific template. Examples provided are for illustrative purposes only.



The Mid-Year Update is not *adopted* by the governing board/body but rather is an informational report.



The Mid-Year Update is not submitted to the County Office and is not part of the LCAP submission at the end of the year.



Compliance with this requirement will be through the annual fiscal audit.



LCAP Development Process

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

Throughout the year, the Home Office provides periodical updates on the outcome data (LCAP metrics) and the expenditure data to the schools to help measure schools' progress towards the LCAP targets and actions, guide discussions, share best practices, and plan next steps. The updates are shared during our monthly school leader meetings, and in turn, the leaders share their progress and plans with their educational partners.

As part of the LCAP development process our schools conduct educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams share their reflection on the survey results and findings that identify 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 complete their reflections and present them to their educational partners in various settings, including presentations at regular meetings of the Board (typically, in April/May).

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

LCAP Public Hearing & Adoption

The public hearing of the LCAP and school budgets will be held at the regular meeting of the Board on June 13, 2024. The presentation of local indicators, LCAP adoption, and school budget adoptions will take place at the following board meeting on June 20, 2024.

4. **Analysis:**

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

In terms of funds and budgeting, the school leadership teams work with the MPS finance department for the annual update of 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 finalized LCAP mid-year reports are attached for the Board's review.

5. **Impact:**

The processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The mid-year update helps our school leaders and educational partners reflect on the implementation of the current year LCAP and plan action steps. This process will further help during the annual update and goal analysis of the current LCAP as well as in developing next year's LCAP.

6. **Budget Implications:**

All LCAP expenditures have been budgeted in each school's budget.

7. **Committee Recommendations:**

N/A

8. **Exhibits:**

1. LCAP Mid-Year Report for each Magnolia Science Academy
 - Magnolia Science Academy-1
 - Magnolia Science Academy-2
 - Magnolia Science Academy-3
 - Magnolia Science Academy-4
 - Magnolia Science Academy-5
 - Magnolia Science Academy-6

- Magnolia Science Academy-7
- Magnolia Science Academy-8 (Bell)
- Magnolia Science Academy-Santa Ana
- Magnolia Science Academy-San Diego

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 78%	2022-23: (Fall 2021 to Fall 2022) 70% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 74%	2023-24: (Fall 2022 to Fall 2023) 90%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 5/12/22) 97.5%	2022-23: (As of 5/15/23) 95.8%	2023-24: (As of 12/15/23) 96.0%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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 review master schedules and teacher assignments annually to ensure teachers are appropriately assigned	No	Fully Implemented			\$48,000.00	\$26,700

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area. 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 (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators regarding 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: Service Fees and Payroll Fees</p> <p>The following expenditures will be funded by federal Title funds: None</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet student's academic, linguistic, cultural, social-emotional, and physical requirements. Charter School will annually review the alignment of instructional materials to standards and maintain an</p>	No	Fully Implemented			\$1,204,997	\$653,407

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>inventory of instructional materials and corresponding purchases of materials. Charter school will review budgets and plans annually to ensure an adequate instructional materials budget. 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, ensuring meaningful access to CA Content Standards-aligned instructional programs.</p> <p>Expenditures associated with this action include the following: Technology and NonCapital Equipment.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Technology: Resource: Title II; Amount: \$909 • NonCapEquip: Resource: Title IV, Part A; Amount: \$2,891 						
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching</p>	No	Fully Implemented			\$3,087,126	\$1,666,408

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 sustainably and environmentally responsible. 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: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: None						
1.4	<p>Healthy and nutritious meals Charter School will maintain nutrition education resources and 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 and encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: Food and Office Supplies.</p> <p>The following expenditures will be funded by federal Title funds: None</p>	Yes	Fully Implemented			\$25,000	\$13,750

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>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, growth, and operational effectiveness, and financial sustainability. The Home Office manages schools' business operations, reducing program and operations-related burdens of the Charter School administration and enabling 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: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses.</p> <p>The following expenditures will be funded by federal Title funds: None</p>	No	Fully Implemented			\$1,465,583	\$806,071

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 48%	2023-24: (As of 12/15/23) 49%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 62%	2021-22: (First semester) 76%	2022-23: (First semester) 83%	2023-24: (First semester) 70%	2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 42.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	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% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 38.37% English Learners: 1.09% Students with Disabilities: 9.09% Hispanic: 35.73% 	2021-22: <ul style="list-style-type: none"> All Students: 36.04% English Learners: 2.04% Socioeconomically Disadvantaged: 34.81% Students with Disabilities: 5.26% Asian: 69.23% Hispanic: 33.07% White: 69.23% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.	2022-23: <ul style="list-style-type: none"> All Students: 33.01% English Learners: 0.00% Socioeconomically Disadvantaged: 31.44% Students with Disabilities: 11.11% Asian: 50.00% Hispanic: 31.26% White: 45.45% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 44.02% 	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 63.64% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 43.98% 	<p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 47.07% English Learners: 8.25% Students with Disabilities: 20.00% Hispanic: 45.05% White: 53.85% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 49.64% 		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> 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 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 49.5% English Learners: 43.0% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 33.9 points below standard English Learners: 98.5 points below standard Socioeconomically Disadvantaged: 37.6 points below standard Students with Disabilities: 109.7 points below standard Hispanic: 41.0 points below standard White: 40.2 points above standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 41.1 points below standard English Learners: 107.2 points below standard Socioeconomically Disadvantaged: 45.7 points below standard Students with Disabilities: 114.1 points below standard Asian: 4.5 points below standard Hispanic: 46.7 points below standard White: 2.8 points above standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 7.0 points below standard 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> White: 20.9 points above standard 	<ul style="list-style-type: none"> Students with Disabilities: 41.1% Hispanic: 48.6% White: 53.3% 			<ul style="list-style-type: none"> White: 22.0 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: 57.6% English Learners: 51.0% Socioeconomically Disadvantaged: 58.6% Students with Disabilities: 60.5% Asian: 67.7% Hispanic: 57.3% White: 55.0% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 49.5% English Learners: 43.0% Socioeconomically Disadvantaged: 50.1% Students with Disabilities: 41.1% Asian: 59.4% Hispanic: 48.6% White: 53.3% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 56.1% English Learners: 52.1% Socioeconomically Disadvantaged: 55.3% Students with Disabilities: 58.1% Asian: 64.5% Hispanic: 56.1% White: 40.0% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 51.2% English Learners: 46.4% Students with Disabilities: 41.5% Hispanic: 50.3% White: 30.0% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 60.0% 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% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP	2021-22: <ul style="list-style-type: none"> All Students: 14.05% English Learners: 1.02% Socioeconomically Disadvantaged: 13.93% Students with Disabilities: 3.57% Asian: 38.46% Hispanic: 11.72% White: 46.15% 	2022-23: <ul style="list-style-type: none"> All Students: 23.53% English Learners: 0.00% Socioeconomically Disadvantaged: 21.96% Students with Disabilities: 3.64% Asian: 38.46% Hispanic: 22.28% White: 28.57% 	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 17.49% English Learners: 1.02% Students with Disabilities: 3.70% Hispanic: 14.70% White: 54.55% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 31.98% 	<p>Measures of Academic Progress (MAP)- Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 18.27% English Learners: 0.88% Students with Disabilities: 4.92% Hispanic: 16.89% White: 21.43% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 45.52% 	<p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 44.18% 	
<p>Distance from Standard (DFS) on the CAASPP- Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)- Mathematics assessment</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 100.2 points below standard English Learners: 144.9 points below standard Socioeconomically Disadvantaged: 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 82.7 points below standard English Learners: 140.6 points below standard Socioeconomically Disadvantaged: 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 37.0 points below standard English Learners: 67.0 points below standard Socioeconomically Disadvantaged:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	47.1 points below standard <ul style="list-style-type: none"> 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 	to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 50.1% English Learners: 37.2% Students with Disabilities: 44.0% Hispanic: 49.5% White: 71.4% 	103.3 points below standard <ul style="list-style-type: none"> Students with Disabilities: 158.6 points below standard Hispanic: 107.8 points below standard White: 37.4 points above standard 	89.0 points below standard <ul style="list-style-type: none"> Students with Disabilities: 161.8 points below standard Asian: 40.1 points below standard Hispanic: 89.0 points below standard White: 37.2 points below standard 	41.0 points below standard <ul style="list-style-type: none"> 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 (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 57.7% English Learners: 55.4% Socioeconomically Disadvantaged: 57.6% Students with Disabilities: 51.1% Asian: 68.8% Hispanic: 56.5% White: 68.4% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 50.1% English Learners: 37.2% Socioeconomically Disadvantaged: 48.9% Students with Disabilities: 44.0% Asian: 50.0% Hispanic: 49.5% White: 71.4% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 57.5% English Learners: 50.7% Socioeconomically Disadvantaged: 58.7% Students with Disabilities: 59.6% Asian: 64.5% Hispanic: 56.9% White: 53.3% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 53.3% English Learners: 54.2% Students with Disabilities: 57.3% Hispanic: 53.1% White: 50.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% 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)	2018-19: (2019 Dashboard) 52.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results	2021-22: (2022 Dashboard) 53.6%	2022-23: (2023 Dashboard) 55.4%	2022-23: (2023 Dashboard) 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)		by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16.80% Level 3: 33.60% Level 3: 40.00% Level 1: 9.60% 			
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 10.4%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 16.80%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 14.56%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 17.58%	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: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% Hispanic: 26.56% Hispanic: 26.56% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 21.13% English Learners: 0.00% Socioeconomically Disadvantaged: 18.22% Students with Disabilities: 5.26% Hispanic: 19.41% 	2022-23: <ul style="list-style-type: none"> All Students: 5.6% English Learners: 0.00% Socioeconomically Disadvantaged: 5.26% Students with Disabilities: 0.00% Hispanic: 5.22% 	2022-23: <ul style="list-style-type: none"> All Students: 33.00% English Learners: 10.00% Socioeconomically Disadvantaged: 33.00% Students with Disabilities: 15.00% Hispanic: 30.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>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 needs and interests. 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"> • Unemployment Insurance: Resource: Title I, Part A; Amount: \$1,157 	No	Fully Implemented			\$2,659,445	\$1,287,244

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Health & Welfare Benefits: Resource: Title I, Part A: Amount: \$14,377 • OASDI/Medicare: Resource: Title I, Part A: Amount: \$3,355 • STRS: Resource: Title I, Part A; Amount \$44,191 • Teacher Salaries: Resource: Title I, Part A; Amount: \$227,099 						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter school will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as</p>	Yes	Fully Implemented			\$82,522.	\$45,387

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>support 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's 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 Teacher Salaries.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional development expenses: Resource: Title IV, Part A ESEA; Amount: \$4,500 • Professional development expenses: Resource: Title II; Amount: \$15,000 • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$18,062 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Teacher Salaries expenses: Resource: Title II; Amount: \$1,200 Teacher Salaries: Resource: Title II, Part A; Amount: \$1,200 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study</p>	Yes	Fully Implemented			\$1,239,349	\$602,275

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>Charter School will provide more academic support/intervention to our identified groups in ATSI. Additionally, Summer and Saturday School will target identified students. Charter School will also provide more professional development to teachers to be more equipped with supporting students that are targeted in ATSI.</p> <p>Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries.</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: \$82,450 • Unemployment Insurance: Resource: Title I, Part A; Amount: \$475 • Health & Welfare Benefits: Resource: Title I, Part A; Amount: \$7,189 • OASDI/Medicare: Resource: Title I, Part A; Amount: \$1,378 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • STRS: Resource: Title I, Part A; Amount: \$18,148 • Certificated Admin: Resource: Title I, Part A; Amount: \$4,000 • Teacher Salaries: Resource: Title I, Part A; Amount: \$91,018 • Educational Software: Resource: Title IV: Amount \$3,180 						
2.4	<p>Designated and integrated ELD programs Charter School will provide ELs by proficiency level services 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,</p>	Yes	Fully Implemented			\$89,739	\$49,356

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>including 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 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: Professional Services.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title III - LEP; Amount: \$89,739 						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized</p>	No	Fully Implemented			\$1,629,137	\$796,454

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 and goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will collaborate, 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,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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"> Professional Services: Resource: Title IV, Part A ESEA; Amount: \$8,000 						

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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%	2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58.3%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 73.3%	2022-23: (2023 Dashboard) 72.7%	2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 55.56%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the	2021-22: 47.56% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to	2022-23: 64.38% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 53.06% 	2022-23: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 58.23% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 64.38% 	<p>project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 67.61% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 55.56% 		
<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19: 15.87%</p>	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p>	<p>2021-22: 19.51%</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 19.18% 	<p>2022-23: 24.66%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 39.29% 	<p>2022-23: 30.00%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Grade 11 Students: 34.18% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 38.58% 	IAB Math Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 56.25% 		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 68.4%	2020-21: 49.6%	2021-22: 69.1%	2022-23: 75.3%	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%	2020-21: 64.4%	2021-22: 41.7%	2022-23: 60.0%	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) 18.9%	2021-22: (As of 5/13/22) 23.6%	2021-22: (2022 Dashboard) 17.8% 2022-23: (As of 5/12/23) 48.0%	2022-23: (As of 1/22/24) 46.7%	2022-23: (2023 Dashboard) 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 84.6%	2020-21: 87.5% 2021-22: (As of 5/13/22) 81.9%	2021-22: (CDE DataQuest) 75.7% 2022-23: (As of 5/12/23) 96.0%	2022-23 (CDE DataQuest): 95.9%	2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 36.5%	2021-22: (As of 5/13/22) 22.2%	2021-22: (CDE DataQuest) 22.9% 2022-23: (As of 5/12/23) 25.3%	2022-23 (CDE DataQuest): 26.0%	2022-23 (CDE DataQuest): 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.1%	2021-22: (As of 5/13/22) 30.6%	2021-22: (CDE DataQuest) 28.6% 2022-23: (As of 5/12/23) 48.0%	2022-23 (CDE DataQuest): 45.2%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 45.9%	2021-22: (As of 5/13/22) 29.2%	2022-23: (As of 5/12/23) 64.0%	2023-24: (As of 1/22/24) 54.7%	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%	2021-22: (As of 5/13/22) 94%	2022-23: (As of 5/12/23) 99.0%	Data will be available in May 2024.	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%	2021-22: (As of 5/13/22) 67%	2022-23: (As of 5/12/23) 87.0%	Data will be available in May 2024.	2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019 data is not available.	Class of 2019: 69.6% Class of 2020: 51.5%	Class of 2021: 52.7%	Class of 2021: 65.0%
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%	2021-22: (As of 5/13/22) 2%	2022-23: (As of 5/12/23) 9.0%	2023-24: (As of 1/22/24) 9.0%	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%	2021-22: (As of 5/13/22) 92%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM	2020-21: (As of 4/16/21) 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>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</p>	Yes	Fully Implemented			\$220,095	\$107,404

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>into or complement their academic studies.</p> <p>Expenditures associated with this action include the following: Educational Software.</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: \$500 						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and clubs. 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</p>	Yes	Fully Implemented			\$13,000.00	\$7,150

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Educational Software</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: \$3,000 						
3.3	<p>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</p>	Yes	Fully Implemented			\$221,975	\$106,758

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Educational Software</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: \$3,000 						
3.4	<p>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</p>	Yes	Fully Implemented			\$482,982	\$237,697

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 for 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 supplies expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> PE Supplies: Resource: Title IV, Part A; Amount: \$25,000 						
3.5	<p>Additional programs and activities that support well-rounded education</p> <p>In an effort to provide a well-rounded education to our students,</p>	Yes	Fully Implemented			\$886,638	\$449,984

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: N/A</p>						

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	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	2021-22: (As of 5/13/22) 3	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 0	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 7	2023-24: (As of 1/22/24) 2	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 45	2023-24: (As of 1/22/24) 33	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 9.9%	2022-23: (As of 5/12/23) 18.3%	2023-24: (As of 1/22/24) 11.8%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.06%	2021-22: (P-2 ADA) 88.19%	2022-23: (P-2 ADA) 93.23%	2023-24: (P-1 ADA) 94.03%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.8%	2021-22: (As of 5/13/22) 24.4%	2021-22: (2022 Dashboard) 29.9%	2022-23: (2023 Dashboard) 23.5%	2022-23: (2023 Dashboard) 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			2022-23: (As of 5/12/23) 21.4%	2023-24: (As of 1/22/24) 17.5%	
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 0.00%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 2.7%	2022-23: (CDE DataQuest) 2.6%	2022-23: (CDE DataQuest) 0.0%
			2022-23: 0.00%	2023-24: (As of 1/22/24) 0.00%	
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 100%	2021-22: (2022 Dashboard) 95.9%	2022-23: (2023 Dashboard) 94.9%	2022-23: (2023 Dashboard) 100.0%
			2022-23: (As of 5/12/23) 100.0%		
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.6%	2021-22: (2022 Dashboard) 1.7%	2022-23: (2023 Dashboard) 3.5%	2022-23: (2023 Dashboard) 0.0%
			2022-23: (As of 5/12/23) 3.1%	2023-24: (As of 1/22/24) 0.5%	
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.0%	2021-22: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%
			2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 0.00%	
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%	2021-22: Students: 80.8% Families: 13.8% Staff: 86.6%	2022-23: Students: 99.0% Families: 73.7% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 72% Families: 95% Staff: 92%	2021-22: Students: 58.0% Families: 91.0% Staff: 73.0%	2022-23: Students: 56% Families: 91% Staff: 75%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 91%	2021-22: (Spring 2021 to Fall 2021) 94.0%	2022-23: (Spring 2022 to Fall 2022) 87%	2023-24: (Spring 2023 to Fall 2023) 84.38%	2023-24: (Spring 2023 to Fall 2023) 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making</p> <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</p>	Yes	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: N/A.</p>						
4.2	<p>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 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 and additional workshops for parents of EL and immigrant</p>	Yes	Fully Implemented			\$366,891	\$178,358

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries.</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: \$9,001 • Unemployment Insurance: Resource: Title I, Part A; Amount: \$40 • OASDI/Medicare: Resource: Title I, Part A; Amount: \$116 • STRS: Resource: Title I, Part A; Amount: \$1,528 • Teacher Salaries: Resource: Title I, Part A; Amount: \$8,000 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	<p>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 and instructional materials, including free uniforms. Students who are homeless, experiencing housing instability, in foster care, experiencing personal/family crises, or having 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 assess our suspension/expulsion policies and procedures annually 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 clear, fair, incremental, restorative, and culturally responsive teaching, intervention, and prevention strategies and protocols. Charter School will celebrate student and</p>	Yes	Fully Implemented			\$494,056	\$239,934

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 the greatest progress and needs to inform our next steps.</p> <p>Charter School will provide more support to our identified groups in ATSI. Charter School will also provide more training/information to families regarding Chronic Absenteeism for supporting students that are targeted in ATSI.</p> <p>Expenditures associated with this action include the following: Instructional Materials & Supplies.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Instructional Materials & Supplies: Resource: Title I, Part A; Amount: \$4,770 						
4.4	<p>Annual educational partner surveys</p> <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 educational partners' 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 educational partners 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>	Yes	Fully Implemented			\$3,500	\$1,925

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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>						
4.5	<p>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 various educational partners, 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: N/A.</p>	Yes	Fully Implemented			\$390,709	\$198,044

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 0	2022-23: 2	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 96.0%	2021-22: (Spring 2021 to Fall 2021) 88%	2022-23: (Fall 2021 to Fall 2022) 82% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 78%	2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 94.2%	2022-23: (As of 5/15/23) 93.3%	2023-24: (As of 12/15/23) 93.5%	2023-24: 96.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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	No	Fully Implemented			\$29,750	\$16,362

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$528,190	\$281,553

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: \$22,909 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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</p>	No	Fully Implemented			\$2,243,244	\$1,220,468

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.4	<p>Healthy and nutritious meals 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</p>	Yes	Fully Implemented			\$39,000.00	\$21,450

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.5	<p>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</p>	No	Fully Implemented			\$1,376,394	\$757,017

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 85%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 86%	2022-23: (As of 5/12/23) 64%	2023-24: (As of 12/15/23) 10%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 73%	2021-22: (First semester) 82%	2022-23: (First semester) 86%	2023-24: (First semester) 55%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 48.5	2021-22: (As of 5/13/22) 92.3	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric is based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	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% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 35.88% English Learners: 6.00% 	2022-23: <ul style="list-style-type: none"> All Students: 42.73% English Learners: 0.00% 	2022-23: <ul style="list-style-type: none"> All Students: 46.00% English Learners: 12.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 15.56% Hispanic: 38.49% White: 58.82% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 40.48% English Learners: 4.26% Students with Disabilities: 21.82% Hispanic: 38.83% White: 63.64% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 41.71% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 35.13% Students with Disabilities: 16.07% Hispanic: 34.08% White: 58.34% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 42.52% English Learners: 5.26% Students with Disabilities: 18.64% Hispanic: 41.25% White: 53.33% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 46.63% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 39.81% Students with Disabilities: 21.66% Asian: * Hispanic: 40.98% White: 50.0% <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 39.39% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 43.00% Students with Disabilities: 20.00% Hispanic: 43.00% White: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> All Students: 16.6 points below standard English Learners: 62.1 points below standard Socioeconomically Disadvantaged: 22.0 points below standard Students with Disabilities: 79.9 points below standard Hispanic: 24.9 points below standard White: 26.2 points above standard 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 67.3% English Learners: 69.6% Students with Disabilities: 67.6% Hispanic: 66.1% White: 88.2% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 35.0 points below standard English Learners: 89.4 points below standard Socioeconomically Disadvantaged: 36.6 points below standard Students with Disabilities: 89.4 points below standard Hispanic: 39.4 points below standard White: 16.4 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 19.3 points below standard English Learners: 83.5 points below standard Socioeconomically Disadvantaged: 26.4 points below standard Students with Disabilities: 65.5 points below standard Asian: * Hispanic: 2127.5 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 10.0 points below standard 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% Students with Disabilities: 66.0% Hispanic: 65.5% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 67.3% English Learners: 69.6% Socioeconomically Disadvantaged: 67.5% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 64.4% English Learners: 75.00% Socioeconomically Disadvantaged: 64.5% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 50.8% English Learners: 46.5% Students with Disabilities: 58.2% Hispanic: 50.8% White: 53.8% 	2023-24: <ul style="list-style-type: none"> All Students: 70.0% English Learners: 70.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 70.0% Hispanic: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> White: 66.7% 	<ul style="list-style-type: none"> Students with Disabilities: 67.6% Asian: 72.2% Hispanic: 66.1% White: 88.2% 	<ul style="list-style-type: none"> Students with Disabilities: 70.2% Asian: 62.5% Hispanic: 65.4% White: 42.1% 		<ul style="list-style-type: none"> White: 70.0%
<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <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% White: 64.71% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 16.62% English Learners: 2.13% Students with Disabilities: 7.27% Hispanic: 14.52% White: 45.54% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 54.57% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 21.76% English Learners: 6.00% Socioeconomically Disadvantaged: 20.79% Students with Disabilities: 12.50% Hispanic: 18.97% White: 41.67% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 21.18% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 25.66% English Learners: 2.44% Socioeconomically Disadvantaged: 22.73% Students with Disabilities: 13.33% Asian: * Hispanic: 25.0% White: 25.0% <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 26.36% 	<p>2022-23:</p> <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> English Learners: 0.00% Students with Disabilities: 15.25% Hispanic: 19.87% White: 20.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 47.22% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> All Students: 60.8 points below standard English Learners: 96.8 points below standard Socioeconomically Disadvantaged: 65.6 points below standard Students with Disabilities: 119.6 points below standard Hispanic: 71.9 points below standard White: 21.8 points above standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.4% English Learners: 66.0% Students with Disabilities: 68.1% Hispanic: 67.4% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 77.9 points below standard English Learners: 119.6 points below standard Socioeconomically Disadvantaged: 80.1 points below standard Students with Disabilities: 107.9 points below standard Hispanic: 83.6 points below standard White: 23.6 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 62.9 points below standard English Learners: 115.3 points below standard Socioeconomically Disadvantaged: 70.9 points below standard Students with Disabilities: 114.7 points below standard Asian: * Hispanic: 66.9 points below standard White: 51.2 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 54.0 points below standard English Learners: 86.0 points below standard 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 64.7% 			
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: 67.4% English Learners: 63.6% Socioeconomically Disadvantaged: 68.3% Students with Disabilities: 57.9% Asian: 70.8% Hispanic: 66.7% White: 87.5% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 68.4% English Learners: 66.0% Socioeconomically Disadvantaged: 69.0% Students with Disabilities: 68.1% Asian: 83.3% Hispanic: 67.4% White: 64.7% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 65.3% English Learners: 69.1% Socioeconomically Disadvantaged: 66.6% Students with Disabilities: 83.3% Asian: 62.5% Hispanic: 65.7% White: 57.9% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 51.2% English Learners: 59.1% Students with Disabilities: 58.8% Hispanic: 52.7% White: 30.8% 	2023-24: <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% 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%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 15.76% Level 3: 40.78% Level 2: 27.63% Level 1: 15.76% 	2021-22: (2022 Dashboard) 54.9%	2022-23: (2023 Dashboard) 60.0%	2022-23: (2023 Dashboard) 73.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 14.0%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4:	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4:	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4:	2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		20.0%	15.79%	22.89%	
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% Hispanic: 19.41% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 16.76% English Learners: 0.00% Socioeconomically Disadvantaged: 16.98% Students with Disabilities: 3.45% Hispanic: 16.67% 	2022-23: <ul style="list-style-type: none"> All Students: 24.00% English Learners: 0.00% Socioeconomically Disadvantaged: 20.77% Students with Disabilities: 7.41% Hispanic: 20.61% 	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% Hispanic: 24.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	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,	No	Fully Implemented			\$1,927,089	\$935,713

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Resource: Title I; Amount: \$184,876.73 						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student</p>	Yes	Fully Implemented			\$114,500	\$62,975

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>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 - other expenses: Resource: Title II; Amount: \$25,500 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: \$4,500 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during</p>	Yes	Fully Implemented			\$927,962	\$458,376

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>MSA2 used the following evidence-based intervention strategies as part of the action plan related to the ATSI for students with disabilities as it pertains to math and ELA performance on state tests and chronic absenteeism: Inclusion of targeted student populations in additional interventions, including Saturday School interventions, before school small group academic interventions, intersession academic support during Spring Break, Thanksgiving Break, Winter Break and Summer Break.</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, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Professional Services: Resource: Title I; Amount: \$4,500 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$6,180 • Educational Software: Resource: Title I; Amount: \$45,444 • Intervention Teacher salary and benefits: Resource: Title I; Amount: \$172,033.02 • Cert. Administrative salary (resource 1300): Resource: Title I; Amount: \$12,000 						
2.4	<p>Designated and integrated ELD programs</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</p>	Yes	Fully Implemented			\$1,000.00	\$550

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Professional Services: Resource: Title I, ; Amount: \$1,000 						
2.5	<p>Support for students with disabilities</p> <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</p>	No	Fully Implemented			\$1,040,068	\$511,124

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current year College Career Indicator (CCI) who	2018-19: 55.0%	2021 Dashboard CCI data is not available.	2022 Dashboard CCI data is not available.	2022-23: (2023 Dashboard) 81.6%	2022-23: (2023 Dashboard) 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
earned Prepared on the CCI (Source: CA School Dashboard)		2021-22: (Projected as of 5/13/22) 53.7%	2022-23: (Projected as of 5/12/23) 80.9%		
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 75.68%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 54.17% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 56.74% 	2021-22: 52.08% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 65.29% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 63.82% 	2022-23: 74.47% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 46.72% 	2022-23: 78.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 24.32%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment	2021-22: 27.08% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB)	2022-23: 51.06% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 30.56% 	2022-23: 35.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 25.00% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 72.34% 	<p>to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 44.68% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 60.33% 		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%	2020-21: 45.8%	2021-22: 68.0%	2022-23: 84.6%	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%	2020-21: 55.3%	2021-22: 39.0%	2022-23: 17.0%	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%	2021-22: (As of 5/13/22) 75.6%	<p>2021-22: (2022 Dashboard) 73.2%</p> <p>2022-23: (As of 5/12/23) 85.1%</p>	2022-23: (As of 1/22/24) 65.9%	2022-23: (2023 Dashboard) 60.0%
Percentage of cohort graduates meeting UC/CSU requirements	2019-20: 92.1%	2020-21: 92.3%	2021-22: (CDE DataQuest) 97.4%	2022-23 (CDE DataQuest): 95.7%	2022-23 (CDE DataQuest): 95.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CALPADS, CDE DataQuest)		2021-22: (As of 5/13/22) 97.6%	2022-23: (As of 5/12/23) 97.9%		
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 29.3%	2021-22: (As of 5/13/22) 34.1%	2021-22: (CDE DataQuest) 33.3% 2022-23: (As of 5/12/23) 0.00%	2022-23 (CDE DataQuest): 2.1%	2022-23 (CDE DataQuest): 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%	2021-22: (As of 5/13/22) 46.3%	2021-22: (CDE DataQuest) 48.7% 2022-23: (As of 5/12/23) 55.3%	2022-23 (CDE DataQuest): 55.3%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 58.5%	2021-22: (As of 5/13/22) 51.2%	2022-23: (As of 5/12/23) 42.6%	2023-24: (As of 1/22/24) 42.6%	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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 98.0%	Data will be available in May 2024.	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%	2021-22: (As of 5/13/22) 66%	2022-23: (As of 5/12/23) 91.0%	Data will be available in May 2024.	2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%	Class of 2019 data is not available.	Class of 2019: 47.6% Class of 2020: 47.4%	Class of 2021: 51.2%	Class of 2021: 70.0%
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%	2021-22: (As of 5/13/22) 23%	2022-23: (As of 5/12/23) 22%	2023-24: (As of 1/22/24) 17%	2023-24: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	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	Yes	Fully Implemented			\$155,826	\$75,532

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science</p>	Yes	Fully Implemented			\$4,491.00	\$2,470

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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"> • Educational Software: Resource: Title I; Amount: \$2,000 • Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: \$2,490 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>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.</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>	Yes	Fully Implemented			\$128,147	\$61,511

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.4	<p>Physical education, activity, and fitness</p> <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>	Yes	Fully Implemented			\$229,755	\$118,738

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <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>	Yes	Fully Implemented			\$586,285	\$307,708

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 4

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	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	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 3	2023-24: (As of 1/22/24) 2	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year	2020-21: (As of 5/16/21) 32	2021-22: (As of 5/13/22) 22	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 4	2023-24: 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 3)					
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 31	2021-22: (As of 5/13/22) 27	2022-23: (As of 5/12/23) 35	2023-24: (As of 1/22/24) 21	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 16.6%	2022-23: (As of 5/12/23) 26.1%	2023-24: (As of 1/22/24) 0.00%	2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.08%	2021-22: (P-2 ADA) 91.4%	2022-23: (P-2 ADA) 93.33%	2023-24: (P-1 ADA) 94.28%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.9%	2021-22: (As of 5/13/22) 6.0%	2021-22: (2022 Dashboard) 27.3% 2022-23: (As of 5/12/23) 20.9%	2022-23: (2023 Dashboard) 21.3% 2023-24: (As of 1/22/24) 16.3%	2022-23: (2023 Dashboard) 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 3.0%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.00% 2022-23: 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 2.3%	2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 95.0%	2020-21: (2021 Dashboard) 93.2%	2021-22: (2022 Dashboard) 100.0% 2022-23: (As of 5/12/23) 100.0%	2022-23: (2023 Dashboard) 95.9%	2022-23: (2023 Dashboard) 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.4%	2021-22: (2022 Dashboard) 0.4% 2022-23: (As of 5/12/23) 0.2%	2022-23: (2023 Dashboard) 0.00% 2023-24: (As of 1/22/24) 0.2%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.19%	2021-22: (CDE DataQuest) 0.19% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%	2021-22: Students: 98% Families: 86.3% Staff: 100%	2022-23: Students: 98.6% Families: 99.3% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	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%	2021-22: Students: 73% Families: 97% Staff: 85%	2022-23: Students: 70.0% Families: 98.0% Staff: 87.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 90%	2022-23: (Spring 2022 to Fall 2022) 83.0%	2023-24: (Spring 2023 to Fall 2023) 86.46%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	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	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>Building partnerships with families for student outcomes Charter School will build trusting and respectful relationships with</p>	Yes	Fully Implemented			\$385,241	\$187,444

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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"> • Professional Services: Resource: Title I; Amount: \$17,500 • Teacher Salary and Benefits: Resource: Title I; Amount: \$12,105 						
4.3	<p>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</p>	Yes	Fully Implemented			\$635,239	\$307,179

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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"> • Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: \$2,866 • Instructional Materials and Supplies: Resource: Title I; Amount: \$3,738 • Admin salary and benefits: Resource: Title I, Part A; Amount: \$42,746.65 						
4.4	Annual educational partner surveys	Yes	Fully Implemented			\$2,200	\$1,210

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 educational partners' 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 educational partners 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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	<p>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 educational partners, 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>	Yes	Fully Implemented			\$271,911	\$137,052

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 0	2022-23: 0	2023-24: 3	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 83.0%	2021-22: (Spring 2021 to Fall 2021) 82%	2022-23: (Fall 2021 to Fall 2022) 68% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 74%	2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.5%	2021-22: (As of 5/12/22) 95.8%	2022-23: (As of 5/12/23) 93.8%	2023-24: (As of 12/15/23) 93.7%	2023-24: 96.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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	No	Fully Implemented			\$25,970	\$14,284

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$527,814	\$279,892

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Technology Software Title IV: \$963.54</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by 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-</p>	No	Fully Implemented			\$589,897	\$316,924

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals</p> <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</p>	No Yes	Fully Implemented			\$18,020	\$9,911

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.5	<p>Well-orchestrated Home Office support services</p> <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>	No	Fully Implemented			\$934,229	\$513,826

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 85%	2021-22: (As of 5/13/22) 90%	2022-23: (As of 5/12/23) 80%	2023-24: (As of 1/22/24) 85%	2023-24: 100%
Percentage of students who have sufficient access to all programs and services developed and	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)					
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 41%	2022-23: (As of 5/12/23) 83%	2023-24: (As of 12/15/23) 49%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 74%	2021-22: (First semester) 85%	2022-23: (First semester) 82%	2023-24: (First semester) 79%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 67.3	2021-22: (As of 5/13/22) 61.6	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	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% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim	2021-22: <ul style="list-style-type: none"> All Students: 33.18% English Learners: 0.00% Socioeconomically Disadvantaged: 33.13% 	2022-23: <ul style="list-style-type: none"> All Students: 32.66% English Learners: 0.00% Socioeconomically Disadvantaged: 33.08% 	2022-23: <ul style="list-style-type: none"> All Students: 39.00% English Learners: 12.00% Socioeconomically Disadvantaged: 42.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Students with Disabilities: ?% African American: 31.65% Hispanic: 39.74% 	<p>Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 38.55% English Learners: 0.00% Students with Disabilities: 13.33% Hispanic: 44.00% White: 66.67% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 39.50% 	<ul style="list-style-type: none"> Students with Disabilities: 5.88% African American: 25.3% Hispanic: 37.29% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 40.31% English Learners: 0.00% Students with Disabilities: 20.83% Hispanic: 39.64% White: 0.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 39.92% 	<ul style="list-style-type: none"> Students with Disabilities: 17.39% African American: 29.49% Asian: * Hispanic: 32.74% White: * <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 38.34% 	<ul style="list-style-type: none"> Students with Disabilities: 12.00% African American: 37.0% Hispanic: 42.00%
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 40.6 points below standard English Learners: 87.6 points below standard Socioeconomically Disadvantaged: 37.4 points below standard Students with Disabilities: 139.3 points below standard Homeless: 31.9 points below standard African American: 47.6 points below standard Hispanic: 34.1 points below standard 	<p>2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.1% English Learners: 76.9% Students with Disabilities: 50.0% Hispanic: 65.0% White: N/A 	<ul style="list-style-type: none"> All Students: 43.5 points below standard English Learners: 95.7 points below standard Socioeconomically Disadvantaged: 47.5 points below standard Students with Disabilities: 128.1 points below standard African American: 70.0 points above standard Hispanic: 32.4 points below standard 	<ul style="list-style-type: none"> All Students: 40.2 points below standard English Learners: 117.8 points below standard Socioeconomically Disadvantaged: 41.8 points below standard Students with Disabilities: 119.4 points below standard African American: 37.9 points below standard Hispanic: 47.6 points below standard White: * 	<ul style="list-style-type: none"> All Students: 34.0 points below standard 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 assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 50.2% English Learners: 60.0% Socioeconomically Disadvantaged: 49.1% Students with Disabilities: 59.4% African American: 50.0% Hispanic: 50.9% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.1% English Learners: 76.9% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 50.0% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 58.5% English Learners: 60.00% Socioeconomically Disadvantaged: 56.2% Students with Disabilities: 60.00% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.5% English Learners: 53.3% Students with Disabilities: 33.3% Hispanic: 49.3% African American: 60.3% 	<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% African American: 60.0% Hispanic: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> African American: 51.4% Hispanic: 65.0% 	<ul style="list-style-type: none"> African American: 62.3% Hispanic: 56.1% 		
<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <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% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 15.00% English Learners: 0.00% Students with Disabilities: 0.00% Hispanic: 17.70% White: 33.33% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 44.13% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 18.44% English Learners: 7.69% Socioeconomically Disadvantaged: 18.56% Students with Disabilities: 11.11% African American: 12.64% Hispanic: 21.85% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 17.35% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 8.50% English Learners: 0.00% Socioeconomically Disadvantaged: 10.45% Students with Disabilities: 0.00% African American: 6.41% Hispanic: 9.64% White: * <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 43.55% 	<p>2022-23:</p> <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> English Learners: 14.29% Students with Disabilities: 0.00% Hispanic: 20.00% White: 0.00% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 47.41% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <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 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 60.7% English Learners: 50.0% Students with Disabilities: 65.0% Hispanic: 64.4% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 86.9 points below standard English Learners: 103.9 points below standard Socioeconomically Disadvantaged: 88.1 points below standard Students with Disabilities: 133.1 points below standard African American: 112.2 points below standard Hispanic: 74.3 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 109.5 points below standard English Learners: 156.8 points below standard Socioeconomically Disadvantaged: 106.8 points below standard Students with Disabilities: 175.1 points below standard African American: 120.7 points below standard Hispanic: 104.2 points below standard White: * 	<p>2022-23: (2023 Dashboard)</p> <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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: N/A 			
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: 49.5% English Learners: 50.0% Socioeconomically Disadvantaged: 48.0% Students with Disabilities: 33.3% African American: 43.8% Hispanic: 53.3% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 60.7% English Learners: 50.0% Socioeconomically Disadvantaged: 61.2% Students with Disabilities: 65.0% African American: 52.2% Hispanic: 64.4% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 63.1% English Learners: 58.8% Socioeconomically Disadvantaged: 63.4% Students with Disabilities: 65.6% African American: 62.5% Hispanic: 63.1% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 47.9% English Learners: 46.2% Students with Disabilities: 47.8% African American: 53.6% Hispanic: 43.7% White: 50.0% 	2023-24: <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%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16.6% Level 3: 50% Level 3: 8% Level 1: 25% 	2021-22: (2022 Dashboard) 63.6%	2022-23: (2023 Dashboard) 68.0%	2022-23: (2023 Dashboard) 62.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.	2023-24: 10.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		2022 ELPAC Percentage of Students Level 4: 16.6%	2022 ELPAC Percentage of Students Level 4: 16.00%	2023 ELPAC Percentage of Students Level 4: 17.86%	
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% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 14.91% English Learners: 7.14% Socioeconomically Disadvantaged: 14.84% Students with Disabilities: 14.29% African American: 9.80% Hispanic: 17.82% 	2022-23: <ul style="list-style-type: none"> All Students: 8.08% English Learners: * Socioeconomically Disadvantaged: 8.82% Students with Disabilities: 0.00% Hispanic: 13.79% African American: 0.00 	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 & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	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	No	Fully Implemented			\$1,826,594	\$884,325

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Title I - \$17,151.51</p>						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student</p>	Yes	Fully Implemented			\$47,183	\$25,951

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>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: 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Title II, Part A; Amount: \$23,590.30						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be</p>	Yes	Fully Implemented			\$701,623	\$341,331

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing 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: Teacher salaries and benefits Title I; Amount: \$70,725.88 Teacher aide salary and benefits ESSER III -Learning Loss : \$74,034.80 Summer School- ESSER III- Summer Grant: \$71,261.75 <ul style="list-style-type: none"> • Educational Software Resource: Title IV, part A: \$3,370.80 </p>						
2.4	<p>Designated and integrated ELD programs Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to</p>	Yes	Fully Implemented			\$122,288	\$58,698

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL</p>	No	Fully Implemented			\$815,928	\$400,378

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Sped services IDEA SPED- \$49,867.70 Counseling Service Title IV, Part A ESEA \$8,480</p>						

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 40.8%	2022-23: (2023 Dashboard) 44.0%	2022-23: (2023 Dashboard) 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.98%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 52.50% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 60.83% 	2021-22: 52.00% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 44.68% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 49.12% 	2022-23: 48.0% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 46.36% 	2022-23: 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 25.49%	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 26.67% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 72.54% 	2021-22: 19.61% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments. Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 34.04% IAB Math Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 68.67% 	2022-23: 12.00% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 56.82% 	2022-23: 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%	2020-21: 37.5%	2021-22: 25.00%	2022-23: 11.4%	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%	2020-21: data not available	2021-22: 20.8%	2022-23: 4.1%	2022-23: 40.0%
Percentage of seniors who completed at least one semester of college	2020-21: (As of 5/16/21) 15.6%	2021-22: (As of 5/13/22) 28%	2021-22: (2022 Dashboard) 26.5%	2022-23: (As of 1/22/24) 34.0%	2022-23: (2023 Dashboard) 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)			2022-23: (As of 5/12/23) 14.3%		
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 96.2%	2020-21: 93.2% 2021-22: (As of 5/13/22) 98%	2021-22: (CDE DataQuest) 95.8% 2022-23: (As of 5/12/23) 97.9%	2022-23 (CDE DataQuest): 95.7%	2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 13.6%	2021-22: (As of 5/13/22) 4%	2021-22: (CDE DataQuest) 4.2% 2022-23: (As of 5/12/23) 2.1%	2022-23 (CDE DataQuest): 4.3%	2022-23 (CDE DataQuest): 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%	2021-22: (As of 5/13/22) 36%	2021-22: (CDE DataQuest) 37.5% 2022-23: (As of 5/12/23) 38.3%	2022-23 (CDE DataQuest): 38.3%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 59.1%	2021-22: (As of 5/13/22) 52%	2022-23: (As of 5/12/23) 40.4%	2023-24: (As of 1/22/24) 40.4%	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%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 83.0%	Data will be available in May 2024.	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%	2021-22: (As of 5/13/22) 78%	2022-23: (As of 5/12/23) 57.0%	Data will be available in May 2024.	2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%	Class of 2019 data is not available.	Class of 2019: 76.1% Class of 2020:	Class of 2021: 77.3%	Class of 2021: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			54.7%		
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%	2021-22: (As of 5/13/22) 4%	2022-23: (As of 5/12/23) 10%	2023-24: (As of 1/22/24) 10%	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%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 98%	2023-24: (As of 1/22/24) 94%	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%	2021-22: (As of 5/13/22) 72%	2022-23: (As of 5/12/23) 90%	2023-24: (As of 1/22/24) 99%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	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	Yes	Fully Implemented			\$138,666	\$67,001

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP)/college 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, 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: Educational Software: Title I : Amount: \$3,122.62 AP Exam College Board Resource: Title IV Part A; Amount: \$3,180.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, 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>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>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.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program</p>	Yes	Fully Implemented			\$103,713	\$49,782

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.4	<p>Physical education, activity, and fitness</p> <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</p>	Yes	Fully Implemented			\$149,403	\$74,570

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>physical education, activity, and fitness.</p> <p>Expenditures associated with this action include the following: PE teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: Title IV, Part A: PE teacher salary benefits: Amount: \$9,078.75</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <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,</p>	Yes	Fully Implemented			\$473,530	\$244,186

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 3	2022-23: (As of 5/12/23) 3	2023-24: (As of 1/22/24) 1	2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 3)					
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 8	2023-24: (As of 1/22/24) 4	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 15	2023-24: (As of 1/22/24) 7	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 14.7%	2022-23: (As of 5/12/23) 12.9%	2023-24: (As of 1/22/24) 2.6%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.32%	2021-22: (P-2 ADA) 87.74%	2022-23: (P-2 ADA) 90.48%	2023-24: (P-1 ADA) 93.09%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 6.4%	2021-22: (As of 5/13/22) 38.9%	2021-22: (2022 Dashboard) 34.7% 2022-23: (As of 5/12/23) 35.9%	2022-23: (2023 Dashboard) 33.9% 2023-24: (As of 1/22/24) 17.6%	2022-23: (2023 Dashboard) 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 1.0%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.6%	2020-21: 2.2%	2021-22: (CDE DataQuest) 0.00% 2022-23: 0.00%	2022-23: (CDE DataQuest) 2.0% 2023-24: (As of 1/22/24) 6.3%	2022-23: (CDE DataQuest) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 96.4%	2020-21: (2021 Dashboard) 95.7%	2021-22: (2022 Dashboard) 100.0% 2022-23: (As of 5/12/23) 95.9%	2022-23: (2023 Dashboard) 94.0%	2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.2%	2021-22: (2022 Dashboard) 1.9% 2022-23: (As of 5/12/23) 6.5%	2022-23: (2023 Dashboard) 6.8% 2023-24: (As of 1/22/24) 1.2%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.23%	2021-22: (CDE DataQuest) 0.23% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%	2021-22: Students: 84.9% Families: 37.3% Staff: 97.5%	2022-23: Students: 98.1% Families: 78.7% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	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%	2021-22: Students: 64% Families: 96% Staff: 80%	2022-23: Students: 61.0% Families: 97.0% Staff: 77.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 70% Families: 95% Staff: 87%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 78%	2021-22: (Spring 2021 to Fall 2021) 81%	2022-23: (Spring 2022 to Fall 2022) 79.0%	2023-24: (Spring 2023 to Fall 2023) 85.30%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>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.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.2	<p>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. 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</p>	Yes	Fully Implemented			\$143,725	\$70,813

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, PACE 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: \$16,146.75 						
4.3	<p>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</p>	Yes	Fully Implemented			\$490,212	\$237,067

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>ATSI school in the subgroup area of Special education for Suspension rate.</p> <p>Expenditures associated with this action include the following: Dean of Student 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; Amount: \$4,129.76 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	<p>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.</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>	Yes	Fully Implemented			\$1,696	\$933
4.5	Community outreach and partnerships	Yes	Fully Implemented			\$257,443	\$128,751

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 0	2022-23: 2	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85.0%	2021-22: (Spring 2021 to Fall 2021) 71%	2022-23: (Fall 2021 to Fall 2022) 90% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 33%	2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 95.0%	2021-22: (As of 5/12/22) 96.2%	2022-23: (As of 5/12/23) 96.4%	2023-24: (As of 12/15/23) 97.0%	2023-24: 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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	No	Fully Implemented			\$10,300	\$5,665

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$134,794	\$74,136

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 copier fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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-</p>	No	Fully Implemented			\$281,184	\$153,522

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expences.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals 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</p>	Yes	Fully Implemented			\$9,000	\$4,950

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.5	<p>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</p>	No	Fully Implemented			\$277,968	\$152,883

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, schoolability, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 113%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 12/15/23) 48%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 79%	2021-22: (First semester) 82%	2022-23: (First semester) 86.0%	2023-24: (First semester) 74%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 151.6	2021-22: (As of 5/13/22) 191.9	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	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 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 37.50% Socioeconomically 	2022-23: <ul style="list-style-type: none"> All Students: 44.44% English Learners: * 	2022-23: <ul style="list-style-type: none"> All Students: 38.00% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Disadvantaged: 27.08% <ul style="list-style-type: none"> Students with Disabilities: 18.75% African American: 36.36% Hispanic: 23.41% 	Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 56.52% English Learners: N/A Students with Disabilities: 37.50% Hispanic: 47.06% White: 100.00% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 45.11% 	Disadvantaged: 33.33% <ul style="list-style-type: none"> Students with Disabilities: 0.00% Hispanic: 38.89% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 43.75% English Learners: 40.00% Students with Disabilities: 66.67% Hispanic: 50.00% White: 0.00% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 51.11% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 44.44% Students with Disabilities: * Asian: * Hispanic: 43.75% White: * IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 42.39% 	Disadvantaged: 33.00% <ul style="list-style-type: none"> Students with Disabilities: 22.00% African American: 40.00% Hispanic: 30.00%
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> 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>2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.5% English Learners: N/A Students with Disabilities: 64.0% Hispanic: 65.6% White: N/A 	<ul style="list-style-type: none"> All Students: 15.4 points below standard English Learners: * Socioeconomically Disadvantaged: 19.3 points below standard Students with Disabilities: * Hispanic: 41.5 points below standard 	<ul style="list-style-type: none"> All Students: 15.4 points below standard English Learners: * Socioeconomically Disadvantaged: 15.4 points below standard Students with Disabilities: * Asian: * Hispanic: 15.8 points below standard White: * 	<ul style="list-style-type: none"> All Students: 50.0 points below standard English Learners: 95.0 points below standard Socioeconomically Disadvantaged: 50.0 points below standard Students with Disabilities: 80.0 points below standard African American: 32.0 points below standard Hispanic: 55.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<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>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.5% English Learners: * Socioeconomically Disadvantaged: 64.6% Students with Disabilities: 64.0% Hispanic: 65.6% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 79.1% English Learners: 75.0% Socioeconomically Disadvantaged: 78.8% Students with Disabilities: 76.5% Hispanic: 79.7% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 51.7% English Learners: 33.3% Students with Disabilities: 66.7% Hispanic: 50.9% White: * 	<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	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <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% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 39.13% English Learners: N/A Students with Disabilities: 0.00% Hispanic: 35.29% White: 100.00% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 38.53% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 25.00% Socioeconomically Disadvantaged: 19.05% Students with Disabilities: 0.00% Hispanic: 16.67% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 18.75% English Learners: 0.00% Students with Disabilities: 0.00% Hispanic: 14.29% White: 100% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p>	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 11.11% English Learners: * Socioeconomically Disadvantaged: 11.11% Students with Disabilities: * Asian: * Hispanic: 31.5% White: * <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 35.64% 	<p>2022-23:</p> <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> All Students: 54.69% 		
Distance from Standard (DFS) on the CAASPP-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: 128.2 points below standard Students with Disabilities: 184.8 points below standard African American: 139.7 points below standard Hispanic: 133.6 points below standard 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 75.7% English Learners: N/A Students with Disabilities: 84.0% Hispanic: 75.8% White: N/A 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 81.4 points below standard English Learners: * Socioeconomically Disadvantaged: 98.0 points below standard Students with Disabilities: * African American: * Hispanic: 121.5 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 136.1 points below standard English Learners: * Socioeconomically Disadvantaged: 136.1 points below standard Students with Disabilities: * Asian: * Hispanic: 138.4 points below standard White: * 	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 below standard African American: 110.0 points below standard Hispanic: 110.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 73.5% English Learners: 70.0% Socioeconomically Disadvantaged: 74.2% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 75.7% English Learners: N/A Socioeconomically Disadvantaged: 84.0% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 77.6% English Learners: 87.5% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 59.7% English Learners: 66.7% 	2023-24: <ul style="list-style-type: none"> All Students: 75.0% English Learners: 75.0% Socioeconomically Disadvantaged: 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Students with Disabilities: 76.2% Hispanic: 71.4% 	<ul style="list-style-type: none"> Disadvantaged: 74.2% Students with Disabilities: 84.0% Hispanic: 75.8% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 77.3% Students with Disabilities: 76.5% Hispanic: 79.7% 	<ul style="list-style-type: none"> Students with Disabilities: 53.3% Hispanic: 60.7% White: * 	<ul style="list-style-type: none"> 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 maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: (2019 Dashboard) 28.6%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 17.65% Level 3: 47.05% Level 3: 29.41% Level 1: 5.88% 	2021-22: (2022 Dashboard) 56.3%	2022-23: (2023 Dashboard) 61.1%	2022-23: (2023 Dashboard) 35.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0.00%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 17.65%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 17.65%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 20.83%	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% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 14.00% Socioeconomically Disadvantaged: 11.63% Students with Disabilities: 0.00% 	2022-23: <ul style="list-style-type: none"> All Students: 11.11% English Learners: * Socioeconomically Disadvantaged: 11.11% 	2022-23: <ul style="list-style-type: none"> All Students: 15.00% Socioeconomically Disadvantaged: 15.00% Students with Disabilities: 10.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> African American: 5.88% Hispanic: 3.39% 		<ul style="list-style-type: none"> Hispanic: 12.2% 	<ul style="list-style-type: none"> Students with Disabilities: * Hispanic: 12.5% 	<ul style="list-style-type: none"> African American: 15.00% Hispanic: 15.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal</p>	No	Fully Implemented			\$739,123	\$355,479

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 stipends for after-school and Saturday School: Resource: Title I, Part A; Amount: \$38,694.16 						
2.2	<p>Professional development for high-quality instruction</p> <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</p>	Yes	Fully Implemented			\$24,131	\$13,272

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, travel expenses, WASC visit Lodging, 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 						
2.3	<p>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</p>	Yes	Fully Implemented			\$261,839	\$127,309

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Teacher stipends for Study Hour: Resource: Title I, Part A; Amount: \$8,000 • Admin stipends for Saturday school: Resource: Title I, Part A; Amount: \$4,105 • NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$3,234,50 • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$14,000 						
2.4	<p>Designated and integrated ELD programs</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</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: EL coordinator stipend</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work</p>	No	Fully Implemented			\$249,945	\$122,752

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 salaries 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 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the	2019-20: (2020 Dashboard) 20.0%	2021 Dashboard CCI data is not available.	2022 Dashboard CCI data is not available.	2022-23: (2023 Dashboard) 72.0%	2022-23: (2023 Dashboard) 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CCI (Source: CA School Dashboard)		2021-22: (Projected as of 5/13/22) 57.7%	2022-23: (Projected as of 5/12/23) 57.7%		
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 33.33%	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 56.52% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 68.29% 	<p>2021-22: 37.50%</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 43.75% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 65.15% 	<p>2022-23: 44.44%</p> <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 46.23% 	2022-23: 40.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 9.52%	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced</p>	<p>2021-22: 25.00%</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage</p>	<p>2022-23: 11.11%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 38.89% 	2022-23: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 39.13% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 45.71% 	<p>of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 18.75% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 52.54% 		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 40.0%	2020-21: 23.5%	2021-22: 17.6%	2022-23: 58.3%	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%	2020-21: 39.1%	2021-22: 30.8%	2022-23: 16.0%	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%	2021-22: (As of 5/13/22) 50.0%	<p>2021-22: (2022 Dashboard) 25.9%</p> <p>2022-23: (As of 5/12/23) 66.7%</p>	2022-23: (As of 1/22/24) 60.0%	2022-23: (2023 Dashboard) 50.0%
Percentage of cohort graduates meeting UC/CSU requirements	2019-20: 95.5%	<p>2020-21: 100.0%</p> <p>2021-22: (As of 5/13/22)</p>	<p>2021-22: (CDE DataQuest) 96.2%</p>	2022-23 (CDE DataQuest): 100%	2022-23 (CDE DataQuest): 95.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CALPADS, CDE DataQuest)		100.0%	2022-23: (As of 5/12/23) 100.0%		
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.8%	2021-22: (As of 5/13/22) 30.8%	2021-22: (CDE DataQuest) 26.9% 2022-23: (As of 5/12/23) 12.5%	2022-23 (CDE DataQuest): 0.00%	2022-23 (CDE DataQuest): 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%	2021-22: (As of 5/13/22) 26.9%	2021-22: (CDE DataQuest) 23.1% 2022-23: (As of 5/12/23) 50.0%	2022-23 (CDE DataQuest): 47.8%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 50.0%	2021-22: (As of 5/13/22) 46.2%	2022-23: (As of 5/12/23) 50.0%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 92.0%	2022-23: (As of 5/12/23) 96.0%	Data will be available in May 2024.	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%	2021-22: (As of 5/13/22) 81.0%	2022-23: (As of 5/12/23) 71.0%	Data will be available in May 2024.	2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%	Class of 2019 data is not available.	Class of 2019: 77.5% Class of 2020: 47.1%	Class of 2021: 52.2%	Class of 2021: 65.0%
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%	2021-22: (As of 5/13/22) 12%	2022-23: (As of 5/12/23) 26%	2023-24: (As of 1/22/24) 15%	2023-24: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	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	Yes	Fully Implemented			\$143,765	\$69,707

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: \$15,415,55 						
3.2	<p>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</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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:N/A</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>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.</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>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>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.</p>	Yes	Fully Implemented			\$89,907	\$43,841

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <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>	Yes	Fully Implemented			\$163,549	\$82,599

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditures associated with this action include the following: 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 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 5	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	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	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 9	2021-22: (As of 5/13/22) 9	2022-23: (As of 5/12/23) 6	2023-24: (As of 1/22/24) 4	2023-24: 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 25	2021-22: (As of 5/13/22) 20	2022-23: (As of 5/12/23) 15	2023-24: (As of 1/22/24) 17	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 32.1%	2022-23: (As of 5/12/23) 59.8%	2023-24: (As of 1/22/24) 33.1%	2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 95.62%	2021-22: (P-2 ADA) 78.81%	2022-23: (P-2 ADA) 89.24%	2023-24: (P-1 ADA) 91.36%	2023-24: 96.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 13.7%	2021-22: (As of 5/13/22) 50.9%	2021-22: (2022 Dashboard) N/A 2022-23: (As of 5/12/23) 42.9%	2022-23: (2023 Dashboard) N/A% 2023-24: (As of 1/22/24) 29.9%	2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) N/A	2021-22: (As of 5/13/22) N/A	2022-23: (As of 5/12/23) N/A	N/A	2023-24: N/A
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 10.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.0% 2022-23: 0.0%	2022-23: (CDE DataQuest) 4.2% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 85.0%	2020-21: (2021 Dashboard) 100.0%	2021-22: (2022 Dashboard) 96.3% 2022-23: (As of 5/12/23) 100.0%	2022-23: (2023 Dashboard) 96.0%	2022-23: (2023 Dashboard) 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 2.5%	2021-22: (2022 Dashboard) 2.5% 2022-23: (As of 5/12/23) 5.7%	2022-23: (2023 Dashboard) 4.9% 2023-24: (As of 1/22/24) 0.7%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.0% 2022-23: (As of 5/12/23) 0.0%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 100.0% Families: 83.3% Staff: 100.0%	2021-22: Students: 100.0% Families: 95.8% Staff: 100.0%	2022-23: Students: 100.0% Families: 100.0% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	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%	2021-22: Students: 74.0% Families: 98.0% Staff: 89.0%	2022-23: Students: 64% Families: 96% Staff: 85%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 97.0%	2022-23: (Spring 2022 to Fall 2022) 92%	2023-24: (Spring 2023 to Fall 2023) 89.16%	2023-24: (Spring 2023 to Fall 2023) 85.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	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	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.2	Building partnerships with families for student outcomes	Yes	Fully Implemented			\$123,129	\$59,634

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, 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 • Home Visit Compensation: Resource: Title I, Part A: Amount: \$4,236.75 						
4.3	<p>MTSS - PBIS and SEL support</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 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</p>	Yes	Fully Implemented			\$363,097	\$174,863

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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: Assistant Principal 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: \$1,145 						
4.4	<p>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</p>	Yes	Fully Implemented			\$500	\$275

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.5	<p>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</p>	Yes	Fully Implemented			\$118,112	\$58,024

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: community school coordinator's salary and benefits, 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>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 5	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%	2021-22: (Spring 2021 to Fall 2021) 93%	2022-23: (Fall 2021 to Fall 2022) 75% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 60%	2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.0%	2021-22: (As of 5/12/22) 94.8%	2022-23: (As of 5/12/23) 95.8%	2023-24: (As of 12/15/23) 95.3%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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	No	Fully Implemented			\$17,755	\$9,765

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$310,158	\$168,531

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> Title II, Purchased ADOBE software under 5940 Technology (\$963.54) 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with educational partners 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</p>	No	Fully Implemented			\$357,166	\$194,649

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.4	<p>Healthy and nutritious meals 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</p>	Yes	Fully Implemented			\$24,360	\$13,398

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.5	<p>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</p>	No	Fully Implemented			\$347,839	\$191,312

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 95%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 95%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 94.8%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 12/15/23) 52%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 73%	2021-22: (First semester) 90%	2022-23: (First semester) 70%	2023-24: (First semester) 62%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 73.9	2021-22: (As of 5/13/22) 91.7	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	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% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 45.34% English Learners: 8.89% 	2022-23: <ul style="list-style-type: none"> All Students: 45.04% English Learners: 12.0% 	2022-23: <ul style="list-style-type: none"> All Students: 50.00% English Learners: 12.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 47.83% Students with Disabilities: 17.39% Homeless: 41.67% Hispanic: 47.44% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 47.02% English Learners: 9.09% Students with Disabilities: 37.50% Hispanic: 45.11% White: 50.00% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 45.98% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 43.36% Students with Disabilities: 29.17% Hispanic: 43.36% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 44.00% English Learners: 21.88% Students with Disabilities: 41.18% Hispanic: 41.90% White: 33.33% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 47.31% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 42.86% Students with Disabilities: 23.53% Asian: * Hispanic: 43.36% White: * <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 35.88% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 2.200% Homeless: 46.00% Hispanic: 50.00%
Distance from Standard (DFS) on the CAASPP-	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ELA/Literacy assessments (Source: CA School Dashboard)	<ul style="list-style-type: none"> 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>during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 85.0% English Learners: 88.4% Students with Disabilities: 86.7% Hispanic: 86.9% White: N/A 	<ul style="list-style-type: none"> All Students: 2.8 points below standard English Learners: 50.4 points below standard Socioeconomically Disadvantaged: 9.2 points below standard Students with Disabilities: 33.5 points below standard Homeless: * Hispanic: 8.2 points below standard 	<ul style="list-style-type: none"> All Students: 0.5 points above standard English Learners: 54.2 points below standard Socioeconomically Disadvantaged: 3.4 points below standard Students with Disabilities: 35.9 points below standard Asian: * Hispanic: 2.7 points below standard White: * 	<ul style="list-style-type: none"> All Students: 5.0 points below standard 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
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 60.4% English Learners: 59.0% Socioeconomically Disadvantaged: 59.4% Students with Disabilities: 56.3% Hispanic: 62.7% White: 45.5% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 85.0% English Learners: 88.4% Socioeconomically Disadvantaged: 83.0% Students with Disabilities: 86.7% Hispanic: 86.9% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 54.4% English Learners: 63.6% Socioeconomically Disadvantaged: 52.5% Students with Disabilities: 61.5% Hispanic: 53.1% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 36.9% English Learners: 38.5% Students with Disabilities: 40.0% Hispanic: 35.5% White: * 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% Hispanic: 65.0% White: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: N/A 	<ul style="list-style-type: none"> White: 60.00% 		
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>2018-19:</p> <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% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 14.47% English Learners: 1.92% Students with Disabilities: 4.17% Hispanic: 13.48% White: 12.50% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 45.98% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 22.36% English Learners: 13.33% Socioeconomically Disadvantaged: 18.18% Students with Disabilities: 12.50% Hispanic: 20.28% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 25.36% English Learners: 16.28% Students with Disabilities: 11.76% Hispanic: 22.88% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 34.29% English Learners: 26.47% Socioeconomically Disadvantaged: 35.20% Students with Disabilities: 23.53% Asian: * Hispanic: 34.17% White: * <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 62.20% 	<p>2022-23:</p> <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> White: 22.22% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 42.39% 		
Distance from Standard (DFS) on the CAASPP-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: 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>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 81.5% English Learners: 86.2% Students with Disabilities: 87.1% Hispanic: 79.8% White: N/A 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 67.0 points below standard English Learners: 100.6 points below standard Socioeconomically Disadvantaged: 75.1 points below standard Students with Disabilities: 92.1 points below standard Homeless: * Hispanic: 74.0 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 49.4 points below standard English Learners: 52.1 points below standard Socioeconomically Disadvantaged: 49.4 points below standard Students with Disabilities: 69.8 points below standard Asian: * Hispanic: 53.3 points below standard White: * 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 11.0 points below standard English Learners: 37.0 points below standard 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
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: 59.3% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p>	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p>	<p>Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection:</p>	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 59.1% Socioeconomically Disadvantaged: 59.0% Students with Disabilities: 65.6% Hispanic: 59.2% White: 72.7% 	<ul style="list-style-type: none"> All Students: 81.5% English Learners: 86.2% Socioeconomically Disadvantaged: 79.9% Students with Disabilities: 87.1% Hispanic: 79.8% White: N/A 	<ul style="list-style-type: none"> All Students: 68.5% English Learners: 70.0% Socioeconomically Disadvantaged: 67.3% Students with Disabilities: 79.2% Hispanic: 68.9% White: 60.0% 	<ul style="list-style-type: none"> All Students: 42.5% English Learners: 29.7% Students with Disabilities: 50.0% Hispanic: 45.5% White: * 	<ul style="list-style-type: none"> English Learners: 70.0% Socioeconomically Disadvantaged: 70.0% Students with Disabilities: 70.0 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%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 22.37% Level 3: 39.47% Level 3: 9.21% Level 1: 21.05% 	2021-22: (2022 Dashboard) 67.7%	2022-23: (2023 Dashboard) 63.2%	2022-23: (2023 Dashboard) 57.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 4.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.37%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.08%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 28.75%	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% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 14.41% 	2022-23: <ul style="list-style-type: none"> All Students: 13.73% English Learners: * 	2022-23: <ul style="list-style-type: none"> All Students: 16.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> English Learners: 0.00% Students with Disabilities: 11.63% Hispanic: 9.30% 		<ul style="list-style-type: none"> English Learners: 0.00% Socioeconomically Disadvantaged: 11.76% Students with Disabilities: 0.00% Hispanic: 13.13% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 11.63% Students with Disabilities: * Hispanic: 13.33% 	<ul style="list-style-type: none"> English Learners: 10.00% Socioeconomically Disadvantaged: 16.00% Hispanic: 16.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Broad course of study and standards-based curriculum</p> <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</p>	No	Fully Implemented			\$931,603	\$449,606

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: 3010 Title I 3500 Unemployment Insurance \$461.37 3010 Title I 3400 Health & Welfare Benefits \$12,924.76 3010 Title I 3300 OASDI/Medicare \$1,337.97 3010 Title I 3100 STRS \$17,624.33 3010 Title I 1100 Teacher Salaries \$92,004.00</p>						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally</p>	Yes	Fully Implemented			\$47,697	\$26,233

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>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: 4035 Title II 5864 Prof Dev-Other \$15,900.00 4127 Title IV, Part A ESEA (ESSA) 5863 Prof Developmnt \$4,770.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p>	Yes	Fully Implemented			\$459,153	\$223,932

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <p>4127 Title IV, Part A ESEA (ESSA) 4340 Education Software \$8,860.54 3010 Title I 4340 Education Software \$8,909.00 3010 Title I 3500 Unemployment Insurance \$75.00 3010 Title I 3300 OASDI/Medicare \$217.50 3010 Title I 3100 STRS \$2,865.00 3010 Title I 1300 Cert. Administrators \$5,000.00 3010 Title I 1100 Teacher Salaries \$10,000.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>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</p>	Yes	Fully Implemented			\$85,297	\$40,943

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
2.5	<p>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</p>	No	Fully Implemented			\$567,891	\$283,284

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 3310 IDEA SPED 5869 SpEd Ctrct Inst \$61,453.44 4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services \$8,480.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 48.1%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 72.2%	2022-23: (2023 Dashboard) 60.5%	2022-23: (2023 Dashboard) 70.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 63.63%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.	2021-22: 61.11% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading	2022-23: 73.08% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> Grade 11 Students: 34.38% 	2022-23: 68.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 55.88% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 32.54% 	<p>- Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 77.27% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 60.19% 		
<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>2018-19: 54.54%</p>	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 13.89% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 66.25% 	<p>2021-22: 19.44%</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 25.93% <p>IAB Math Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 65.00% 	<p>2022-23: 62.96%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 53.33% 	<p>2022-23: 60.00%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 67.9%	2020-21: 55.0%	2021-22: 16.2%	2022-23: 35.6%	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%	2020-21: 55.0%	2021-22: 44.4%	2022-23: 11.1%	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%	2021-22: (As of 5/13/22) 11.1%	2021-22: (2022 Dashboard) 10.7% 2022-23: (As of 5/12/23) 55.6%	2022-23: (As of 1/22/24) 68.0%	2022-23: (2023 Dashboard) 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100.0%	2020-21: 81.85% 2021-22: (As of 5/13/22) 88.9%	2021-22: (CDE DataQuest) 88.9% 2022-23: (As of 5/12/23) 94.4%	2022-23 (CDE DataQuest): 94.3%	2022-23 (CDE DataQuest): 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 34.8%	2021-22: (As of 5/13/22) 33.3%	2021-22: (CDE DataQuest) 33.3% 2022-23: (As of 5/12/23) 33.3%	2022-23 (CDE DataQuest): 28.6%	2022-23 (CDE DataQuest): 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%	2021-22: (As of 5/13/22) 22.2%	2021-22: (CDE DataQuest) 22.2% 2022-23: (As of 5/12/23) 47.2%	2022-23 (CDE DataQuest): 48.6%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an	2020-21: (As of 5/16/21) 34.8%	2021-22: (As of 5/13/22) 48.1%	2022-23: (As of 5/12/23) 50.0%	2023-24: (As of 1/22/24) 50.0%	2023-24: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Advanced or Honors MPS Diploma (Source: SIS)					
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%	2021-22: (As of 5/13/22) 93%	2022-23: (As of 5/12/23) 100.0%	Data will be available in May 2024.	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%	2021-22: (As of 5/13/22) 81%	2022-23: (As of 5/12/23) 94%	Data will be available in May 2024.	2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	N/A	Class of 2019 data is not available.	Class of 2019: N/A% Class of 2020: *	Class of 2021: 34.8%	Class of 2021: 50.0%
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%	2021-22: (As of 5/13/22) 1%	2022-23: (As of 5/12/23) 6%	2023-24: (As of 1/22/24) 11%	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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 99%	2022-23: (As of 5/12/23) 99%	2023-24: (As of 1/22/24) 96%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>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.</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</p>	Yes	Fully Implemented			\$93,810	\$45,029

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>course materials, and other college-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical</p>	Yes	Fully Implemented			\$1	\$1

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
3.3	<p>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,</p>	Yes	Fully Implemented			\$120,864	\$58,282

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
3.4	<p>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</p>	Yes	Fully Implemented			\$135,507	\$67,418

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 Titles: 4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies \$18,020.00</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <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</p>	Yes	Fully Implemented			\$223,126	\$114,145

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: 4127 Title IV, Part A ESEA (ESSA) 4326 Arts & Music Supplies \$4,240.00</p>						

Goal 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 5	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	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	2021-22: (As of 5/13/22) 5	2022-23: (As of 5/12/23) 3	2023-24: (As of 1/22/24) 1	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 7	2023-24: (As of 1/22/24) 4	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5	2021-22: (As of 5/13/22) 11	2022-23: (As of 5/12/23) 19	2023-24: (As of 1/22/24) 14	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 34.2%	2022-23: (As of 5/12/23) 43.3%	2023-24: (As of 1/22/24) 23.9%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.83%	2021-22: (P-2 ADA) 89.26%	2022-23: (P-2 ADA) 90.44%	2023-24: (P-1 ADA) 91.99%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.5%	2021-22: (As of 5/13/22) 35.0%	2021-22: (2022 Dashboard) 30.3% 2022-23: (As of 5/12/23) 33.5%	2022-23: (2023 Dashboard) 30.8% 2023-24: (As of 1/22/24) 30.8%	2022-23: (2023 Dashboard) 9.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 5.0%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%	2021-22: (CDE DataQuest) 0.00% 2022-23: 2.8%	2022-23: (CDE DataQuest) 7.9% 2023-24: (As of 1/22/24) 4.0%	2022-23: (CDE DataQuest): 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 100%	2021-22: (2022 Dashboard) 96.4% 2022-23: (As of 5/12/23) 100.0%	2022-23: (2023 Dashboard) 92.3%	2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.4%	2021-22: (2022 Dashboard) 0.4% 2022-23: (As of 5/12/23) 2.4%	2022-23: (2023 Dashboard) 2.3% 2023-24: (As of 1/22/24) 0.4%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0%	2021-22: (CDE DataQuest) 0.00% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 98.3% Families: 96.8% Staff: 100.0%	2021-22: Students: 98.7% Families: 70.8% Staff: 100.0%	2022-23: Students: 100.0% Families: 87.6% Staff: 100.0%	Survey administration will be done in February 2024 and data will be available in March 2024.	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%	2021-22: Students: 70.0% Families: 96.0% Staff: 92.0%	2022-23: Students: 68% Families: 96% Staff: 93%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 75% Families: 95% Staff: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%	2021-22: (Spring 2021 to Fall 2021) 75%	2022-23: (Spring 2022 to Fall 2022) 85%	2023-24: (Spring 2023 to Fall 2023) 83.25%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making</p> <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</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.2	<p>Building partnerships with families for student outcomes</p> <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</p>	Yes	Fully Implemented			\$217,747	\$105,665

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: 3010 Title I 5800 Professional Services \$1,590.00 3010 Title I 3500 Unemployment Insurance \$80.00 3010 Title I 3300 OASDI/Medicare \$232.00 3010 Title I 3100 STRS \$3,056.00 3010 Title I 1100 Teacher Salaries \$16,000.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter</p>	Yes	Fully Implemented			\$331,825	\$161,536

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies \$4,317.38 3010 Title I 4340 Educational Software \$4,134.00						
4.4	<p>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 educational partners' 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>	Yes	Fully Implemented			\$1,234	\$679

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
4.5	<p>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.</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>	Yes	Fully Implemented			\$261,616	\$131,505

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 0	2022-23: 1	2023-24: 0	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 86%	2021-22: (Spring 2021 to Fall 2021) 75%	2022-23: (Fall 2021 to Fall 2022) 83% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 75%	2023-24: (Fall 2022 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 5/12/22) 97.7%	2022-23: (As of 5/12/23) 96.7%	2023-24: (As of 12/15/23) 97.1%	2023-24: 97%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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	No	Fully Implemented			\$11,554	\$6,355

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and fully credentialed in the subject area and for the students, they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory training, and other HR-related matters.</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>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic,</p>	No	Fully Implemented			\$103,596	\$56,978

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Title II - Technology: \$963.54</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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</p>		Fully Implemented			\$333,981	\$182,542

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.4	<p>Healthy and nutritious meals 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</p>	Yes	Fully Implemented			\$4,240	\$2,332

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.5	<p>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 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</p>	No	Fully Implemented			\$234,480	\$128,964

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 90%	2021-22: (As of 5/13/22) 75%	2022-23: (As of 5/12/23) 75%	2023-24: (As of 1/22/24) 75%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 12/15/23) 69%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 80%	2021-22: (First semester) 94%	2022-23: (First semester) 93%	2023-24: (First semester) 90%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 65.1	2021-22: (As of 5/13/22) 125.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	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% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 51.76% English Learners: 16.67% 	2022-23: <ul style="list-style-type: none"> All Students: 60.22% English Learners: 7.69% 	2022-23: <ul style="list-style-type: none"> All Students: 50.00% English Learners: 17.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 44.96% Students with Disabilities: 9.68% African American: 50% Hispanic: 44.21% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 52.33% English Learners: 28.57% Students with Disabilities: 36.36% Hispanic: 51.90% White: N/A <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 53.85% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 50.65% Students with Disabilities: 27.27% Hispanic: 51.28% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 57.45% English Learners: 0.00% Students with Disabilities: 33.33% Hispanic: 56.82% White: 0.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 68.75% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 61.37% Students with Disabilities: 25.00% Asian: * Hispanic: 59.77% White: * <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 56.19% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 15.00% African American: 51.00% Hispanic: 48.00%
Distance from Standard (DFS) on the CAASPP-	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ELA/Literacy assessments (Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 16.3 points below standard 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 	<p>during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 65.8% English Learners: 69.2% Students with Disabilities: 45.5% Hispanic: 63.0% White: N/A 	<ul style="list-style-type: none"> All Students: 9.8 points above standard English Learners: 48.0 points below standard Socioeconomically Disadvantaged: 7.6 points above standard Students with Disabilities: 72.8 points below standard Hispanic: 9.5 points above standard <p>standard</p>	<ul style="list-style-type: none"> All Students: 29.3 points above standard English Learners: 22.2 points below standard Socioeconomically Disadvantaged: 31.1 points above standard Students with Disabilities: 29.8 points below standard Asian: * Hispanic: 30.2 points above standard White: * 	<ul style="list-style-type: none"> All Students: 9.0 points below standard 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)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 61.6% English Learners: 53.1% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 45.5% African American: 58.3% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 65.8% English Learners: 69.2% Socioeconomically Disadvantaged: 65.3% Students with Disabilities: 45.5% Hispanic: 63.0% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 68.2% English Learners: 54.5% Socioeconomically Disadvantaged: 70.4% Students with Disabilities: 60.0% Hispanic: 70.0% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 51.0% English Learners: 66.7% Students with Disabilities: 57.1% Hispanic: 53.3% White: * 	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65% English Learners: 65% Socioeconomically Disadvantaged: 65% Students with Disabilities: 65% African American: 65% Hispanic: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Hispanic: 63.3% 				
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>2018-19:</p> <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% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 24.71% English Learners: 7.14% Students with Disabilities: 0.00% Hispanic: 26.92% White: N/A <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 46.36% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 32.56% English Learners: 7.69% Socioeconomically Disadvantaged: 32.05% Students with Disabilities: 0.00% Hispanic: 34.18% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 29.79% English Learners: 0.00% Students with Disabilities: 16.67% Hispanic: 29.55% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 35.87% English Learners: 0.00% Socioeconomically Disadvantaged: 35.63% Students with Disabilities: 25.0% Asian: * Hispanic: 34.89% White: * <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 52.44% 	<p>2022-23:</p> <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> White: 0.00% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 54.07% 		
Distance from Standard (DFS) on the CAASPP-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: 35.9 points below standard 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 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 77.2% English Learners: 69.2% Students with Disabilities: 72.7% Hispanic: 78.1% White: N/A 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 50.8 points below standard English Learners: 108.9 points below standard Socioeconomically Disadvantaged: 54.8 points below standard Students with Disabilities: 122.1 points below standard Hispanic: 50.9 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 15.3 points below standard English Learners: 81.6 points below standard Socioeconomically Disadvantaged: 13.2 points below standard Students with Disabilities: 56.4 points below standard Asian: * Hispanic: 15.8 points below standard White: * 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 29.0 points below standard 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	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 60.0% 	<p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p>	<p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p>	<p>Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection:</p>	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 56.3% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 57.1% African American: 33.3% Hispanic: 63.0% White: * 	<ul style="list-style-type: none"> All Students: 77.2% English Learners: 69.2% Socioeconomically Disadvantaged: 77.8% Students with Disabilities: 72.7% Hispanic: 78.1% White: N/A 	<ul style="list-style-type: none"> All Students: 64.7% English Learners: 72.7% Socioeconomically Disadvantaged: 63.0% Students with Disabilities: 60.0% Hispanic: 65.0% White: 100.0% 	<ul style="list-style-type: none"> All Students: 65.3% English Learners: 55.6% Students with Disabilities: 57.1% Hispanic: 64.4% White: * 	<ul style="list-style-type: none"> English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% 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%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 31.25% Level 3: 43.75% Level 3: 18.75% Level 1: 6.25% 	2021-22: (2022 Dashboard) 66.7%	2022-23: (2023 Dashboard) 50.0%	2022-23: (2023 Dashboard) 47.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 31.25%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 31.25%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 21.43%	2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-	2018-19: <ul style="list-style-type: none"> All Students: 10.35% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 26.47% 	2022-23: <ul style="list-style-type: none"> All Students: 33.33% 	2022-23: <ul style="list-style-type: none"> All Students: 16.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Science assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 4.35% Hispanic: 4.26% 		<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 26.66% Hispanic: 28.13% 	<ul style="list-style-type: none"> English Learners: * Socioeconomically Disadvantaged: 32.35% Students with Disabilities: * Hispanic: 34.28% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 10.00% Hispanic: 10.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Broad course of study and standards-based curriculum</p> <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</p>	No	Partially Implemented			\$648,185	\$312,529

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Title I - Unemployment insurance: \$92.73 Title I - Health and Welfare Benefits: \$1725.28 Title I - OASDI/Medicare: \$268.92 Title I - STRS: \$3,542.29 Title I - Teacher Salaries: \$18,546.00</p>						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with</p>	Yes	Fully Implemented			\$34,190	\$18,805

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: 5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: \$4,985.18</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean</p>	Yes	Fully Implemented			\$236,377	\$114,934

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, Quizizz, Padlet, BrainPOP, NextGenMath, Newsela, and myON.)</p> <p>The following expenditures will be funded by federal Title funds: Title I - Educational Software: \$13785.80 Title I - Unemployment Insurance: \$60 Title I - OASDI/Medicare: \$174 Title I - STRS: \$2292 Title I - Teacher Salaries: \$12000 Title IV - Educational Software: \$6192.26</p>						
2.4	<p>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.</p>	Yes	Fully Implemented			\$104,296	\$50,062

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>aide salary and benefits, and Rosetta Stone program fees.</p> <p>The following expenditures will be funded by federal Title funds: Title I - Unemployment Insurance: \$35.09 Title I - Health and Welfare Benefits: \$575.09 Title I - OASDI/Medicare: \$101.76 Title I - Teacher Salaries: \$7018</p>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL</p>	No	Fully Implemented			\$133,751	\$73,563

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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%	2021-22: (As of 5/13/22) 1%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 0.00%	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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 96%	2022-23: (As of 5/12/23) 97%	2023-24: (As of 1/22/24) 97%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>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.</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	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>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 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:</p>	Yes	Fully Implemented			\$1,590	\$875

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.3	<p>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.</p>	Yes	Fully Implemented			\$318	\$175

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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: Title IV - Educational Software: \$318</p>						
3.4	<p>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</p>	Yes	Fully Implemented			\$102,937	\$49,484

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Title IV - PE supplies: \$1060</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <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,</p>	Yes	Fully Implemented			\$77,452	\$42,599

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 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: Title IV - Arts and Music Supplies: \$1378</p>						

Goal 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of School Site Council (SSC) meetings	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 7	This metric is not applicable because SSC	This metric is not applicable because SSC	2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
per year (Source: Local Indicator Priority 3)			has been replaced with PAC. See the new metric for the number of PAC meetings.	has been replaced with PAC. See the new metric for the number of PAC meetings.	
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3	2021-22: (As of 5/13/22) 2	2022-23: (As of 5/12/23) 2	2023-24: (As of 1/22/24) 1	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 8	2023-24: (As of 1/22/24) 3	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14	2021-22: (As of 5/13/22) 12	2022-23: (As of 5/12/23) 23	2023-24: (As of 1/22/24) 12	2023-24: 4
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 25.8%	2022-23: (As of 5/12/23) 27.7%	2023-24: (As of 1/22/24) 16.2%	2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.48	2021-22: (P-2 ADA) 78.52%	2022-23: (P-2 ADA) 91.76%	2023-24: (P-1 ADA) 93.72%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 9.1%	2021-22: (As of 5/13/22) 33%	2021-22: (2022 Dashboard) 33.0% 2022-23: (As of 5/12/23) 32.0%	2022-23: (2023 Dashboard) 32.0% 2023-24: (As of 1/22/24) 22.7%	2022-23: (2023 Dashboard) 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 3.0%	2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.00%	2021-22: (2022 Dashboard) 1% 2022-23: (As of 5/12/23) 3.1%	2022-23: (2023 Dashboard) 3.1% 2023-24: (As of 1/22/24) 1.8%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (2022 Dashboard) 0.00% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 99.4% Families: 88.7% Staff: 100.0%	2021-22: Students: 100% Families: 100% Staff: 100%	2022-23: Students: 100% Families: 96.4% Staff: 100%	Survey administration will be done in February 2024 and data will be available in March 2024.	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%	2021-22: Students: 77% Families: 99% Staff: 97%	2022-23: Students: 76% Families: 98% Staff: 97%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 95%	2021-22: (Spring 2021 to Fall 2021) 68%	2022-23: (Spring 2022 to Fall 2022) 96%	2023-24: (Spring 2023 to Fall 2023) 91.39%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	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	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.2	Building partnerships with families for student outcomes	Yes	Fully Implemented			\$144,599	\$69,871

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 Student salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds: Title I - Professional Services: \$1060 Title I - Unemployment Insurance: \$12.50 Title I - OASDI/Medicare: \$36.25 Title I - STRS: \$477.50 Title I - Teacher Salaries: \$2500</p>						
4.3	<p>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</p>	Yes	Fully Implemented			\$167,930	\$81,066

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 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: Title I - Ins. Mats and Supplies: \$530</p>						
4.4	<p>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</p>	Yes	Fully Implemented			\$1,060	\$583

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.5	<p>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</p>	Yes	Fully Implemented			\$119,237	\$57,756

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 1	2022-23: 0	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%	2021-22: (Spring 2021 to Fall 2021) 100%	2022-23: (Fall 2021 to Fall 2022) 81% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 88%	2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 95.3%	2022-23: (As of 5/12/23) 94.8%	2023-24: (As of 12/15/23) 97.4%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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	No	Fully Implemented			\$18,900	\$10,395

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$312,319	\$171,775

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> • Technology: Resource: Title II, \$981.72 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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-</p>	No	Fully Implemented			\$800,539	\$426,914

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.4	<p>Healthy and nutritious meals</p> <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</p>	Yes	Fully Implemented			\$17,280	\$9,504

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.5	<p>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.</p>	No	Fully Implemented			\$687,766	\$378,271

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 90%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 95%	2023-24: (As of 1/22/24) 95%	2023-24: 100%
Percentage of students who have sufficient access to all programs and	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)					
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 61%	2022-23: (As of 5/12/23) 75%	2023-24: (As of 12/15/23) 70%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 63%	2021-22: (First semester) 0%	2022-23: (First semester) 89%	2023-24: (First semester) 82%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 63.0	2021-22: (As of 5/13/22) 162.0	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	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 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the	2021-22: <ul style="list-style-type: none"> All Students: 37.86% English Learners: 15.38% Socioeconomically 	2022-23: <ul style="list-style-type: none"> All Students: 36.50% English Learners: 9.31 Socioeconomically Disadvantaged: 31.03% 	2022-23: <ul style="list-style-type: none"> All Students: 51.00% English Learners: 10.00% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Disadvantaged: 37.50% <ul style="list-style-type: none"> Students with Disabilities: 25.00% Hispanic: 34.57% White: 85.71% 	Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 34.22% English Learners: 15.87% Students with Disabilities: 4.00% Hispanic: 29.01% White: 52.38% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 57.71% 	Disadvantaged: 32.04% <ul style="list-style-type: none"> Students with Disabilities: 5.88% Hispanic: 33.34% White: 42.86% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 34.27% English Learners: 13.79% Students with Disabilities: 20.59% Hispanic: 27.13% White: 42.86% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 44.83% 	<ul style="list-style-type: none"> Students with Disabilities: 8.70% Asian: * Hispanic: 34.62% White: * IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 38.00% 	Disadvantaged: 44.00% <ul style="list-style-type: none"> Students with Disabilities: 35.00% Hispanic: 41.00% White: 87.00%
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments	2018-19: (2019 Dashboard)	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and	2021-22: (2022 Dashboard)	2022-23: (2023 Dashboard)	2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> All Students: 7.7 points below standard English Learners: 24.1 points below standard Socioeconomically Disadvantaged: 21.7 points below standard Students with Disabilities: 50.8 points below standard Hispanic: 24.5 points below standard White: 62.9 points above standard 	<p>2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.3% English Learners: 55.4% Students with Disabilities: 45.2% Hispanic: 55.2% White: 57.1% 	<ul style="list-style-type: none"> All Students: 30.2 points below standard English Learners: 58.4 points below standard Socioeconomically Disadvantaged: 44.5 points below standard Students with Disabilities: 82.4 points below standard Hispanic: 39.0 points below standard White: 5.2 points below standard 	<ul style="list-style-type: none"> All Students: 32.7 points below standard English Learners: 58.4 points below standard Socioeconomically Disadvantaged: 44.8 points below standard Students with Disabilities: 107.7 points below standard Asian: * Hispanic: 40.0 points below standard White: * 	<ul style="list-style-type: none"> All Students: 1.0 point below standard 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)	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 36.6% English Learners: 28.3% Socioeconomically Disadvantaged: 33.9% Students with Disabilities: 47.4% Asian: 38.9% Hispanic: 33.9% White: 50.0% 	<p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.3% English Learners: 55.4% Socioeconomically Disadvantaged: 54.5% Students with Disabilities: 45.2% Asian: 47.8% Hispanic: 55.2% 	<p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 45.9% English Learners: 42.4% Socioeconomically Disadvantaged: 43.0% Students with Disabilities: 42.4% Asian: 64.0% Hispanic: 45.5% 	<p>Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 42.3% English Learners: 45.5% Students with Disabilities: 40.9% Hispanic: 39.4% White: * 	<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% Hispanic: 60.0% White: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 57.1% 	<ul style="list-style-type: none"> White: 41.2% 		
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% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 26.34% English Learners: 12.70% Students with Disabilities: 8.00% Hispanic: 22.90% White: 23.81% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 30.42% 	2021-22: <ul style="list-style-type: none"> All Students: 26.24% English Learners: 5.00% Socioeconomically Disadvantaged: 19.23% Students with Disabilities: 5.88% Hispanic: 22.68% White: 21.43% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments. Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 28.02% English Learners: 8.47% Students with Disabilities: 5.88% 	2022-23: <ul style="list-style-type: none"> All Students: 21.90% English Learners: 2.33% Socioeconomically Disadvantaged: 16.38% Students with Disabilities: 4.35% Asian: * Hispanic: 17.3% White: * IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 37.25% 	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> Hispanic: 21.80% White: 42.86% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 24.30% 		
Distance from Standard (DFS) on the CAASPP-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: 32.1 points below standard English Learners: 54.7 points below standard Socioeconomically Disadvantaged: 43.8 points below standard Students with Disabilities: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 53.8% English Learners: 56.2% Students with Disabilities: 51.6% Hispanic: 53.6% White: 53.8% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 46.1 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 54.6 points below standard Students with Disabilities: 84.6 points below standard Hispanic: 53.4 points below standard White: 56.7 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 58.2 points below standard English Learners: 79.9 points below standard Socioeconomically Disadvantaged: 69.5 points below standard Students with Disabilities: 101.7 points below standard Asian: * Hispanic: 67.8 points below standard White: * 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 24.0 points below standard English Learners: 47.0 points below standard 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
Percentage of students meeting their growth targets on the Measures of	<p>2020-21:</p> <ul style="list-style-type: none"> All Students: 23.3% 	Fall 2021 to Spring 2022 MAP Mathematics -	Fall 2022 to Spring 2023 MAP Mathematics -	Fall 2022 to Fall 2023 MAP Mathematics -	<p>2023-24:</p> <ul style="list-style-type: none"> All Students: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> English Learners: 6.4% Socioeconomically Disadvantaged: 20.5% Students with Disabilities: 9.5% Asian: 33.3% Hispanic: 18.3% White: 33.3% 	Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 53.8% English Learners: 56.2% Socioeconomically Disadvantaged: 54.3% Students with Disabilities: 51.6% Asian: 65.2% Hispanic: 53.6% White: 53.8% 	Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 45.0% English Learners: 37.7% Socioeconomically Disadvantaged: 43.5% Students with Disabilities: 32.4% Asian: 48.1% Hispanic: 43.6% White: 57.9% 	Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 38.7% English Learners: 41.3% Students with Disabilities: 47.8% Hispanic: 35.5% White: 55.6% 	<ul style="list-style-type: none"> English Learners: 60.0% Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 60.0% Asian: 60.0% 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%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 16% Level 3: 34.5% Level 2: 43% Level 1: 6.8% 	2021-22: (2022 Dashboard) 48.1%	2022-23: (2023 Dashboard) 33.3%	2022-23: (2023 Dashboard) 49.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 1.1%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 16%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 15.91%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 13.95%	2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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: 34.62% English Learners: 6.25% Socioeconomically Disadvantaged: 23.53% Hispanic: 25.00% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 24.53% English Learners: * Socioeconomically Disadvantaged: 14.29% Students with Disabilities: * Hispanic: 15.63% 	2022-23: <ul style="list-style-type: none"> All Students: 29.55% English Learners: 0.00% Socioeconomically Disadvantaged: 25.71% Students with Disabilities: * Hispanic: 20.59% 	2022-23: <ul style="list-style-type: none"> All Students: 40.00% English Learners: 15.00% Socioeconomically Disadvantaged: 30.00% Hispanic: 33.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	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	No	Fully Implemented			\$1,295,066	\$624,992

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of</p>	Yes	Fully Implemented			\$56,961	\$31,329

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>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, \$16,200 • Professional Development: Resource: Title IV, Part A (ESEA) \$4,860 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)</p> <p>Expenditures associated with this action include the following: Dean</p>	Yes	Fully Implemented			\$662,461	\$320,267

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, Spelling City, 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, \$4,000 • Teacher Salaries: Resource: Title I, \$45,240 • Instructional Aide Salaries: Resource: Title I, \$53,850 • Benefits: Resource: Title I, \$10,365 • Educational Software: Resource: Title I, \$13,920 • Educational Software: Resource: Title IV, Part A (ESEA), \$4,325 						
2.4	Designated and integrated ELD programs	Yes	Fully Implemented			\$122,395	\$58,750

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible</p>	No	Fully Implemented			\$899,114	\$453,057

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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%	2021-22: (As of 5/13/22) 3%	2022-23: (As of 5/12/23) 4%	2023-24: (As of 1/22/24) 0%	2023-24: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 98%	2022-23: (As of 5/12/23) 98%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 97%	2022-23: (As of 5/12/23) 99%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>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.</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	Partially Implemented			\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as 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:</p>	Yes	Fully Implemented			\$1,296	\$713

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: \$1,296 						
3.3	<p>Digital literacy and citizenship programs</p> <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;</p>	Yes	Partially Implemented			\$122,788	\$59,316

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
3.4	<p>Physical education, activity, and fitness</p> <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</p>	Yes	Fully Implemented			\$127,918	\$61,589

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <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</p>	Yes	Fully Implemented			\$646,139	\$355,377

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 2	This metric is not applicable because SSC has been replaced with PAC. See the new metric	This metric is not applicable because SSC has been replaced with PAC. See the new metric	2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			for the number of PAC meetings.	for the number of PAC meetings.	
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 3	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 10	2021-22: (As of 5/13/22) 8	2022-23: (As of 5/12/23) 7	2023-24: (As of 1/22/24) 4	2023-24: 8
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 15	2021-22: (As of 5/13/22) 7	2022-23: (As of 5/12/23) 40	2023-24: (As of 1/22/24) 24	2023-24: 10
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 8.3%	2022-23: (As of 5/12/23) 28.6%	2023-24: (As of 1/22/24) 11.4%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.09%	2021-22: (P-2 ADA) 88.57%	2022-23: (P-2 ADA) 92.50%	2023-24: (P-1 ADA) 93.95%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.8%	2021-22: (As of 5/13/22) 27.2%	2021-22: (2022 Dashboard) 24.5%	2022-23: (2023 Dashboard) 29.0%	2022-23: (2023 Dashboard) 9.0%
			2022-23: (As of 5/12/23) 27.5%	2023-24: (As of 1/22/24) 15.7%	
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 0.3%	2022-23: (As of 5/12/23) 0.4%	2022-23: (2023 Dashboard) 0.4%	2022-23: (2023 Dashboard) 0.0%
				2023-24: (As of 1/22/24) 0.00%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%
			2022-23: 0.00%	2023-24: (As of 1/22/24) 0.00%	
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 92.3% Families: 65.4% Staff: 100.0%	2021-22: Students: 97.2% Families: 51.7% Staff: 90.9%	2022-23: Students: 97.9% Families: 89.3% Staff: 100%	Survey administration will be done in February 2024 and data will be available in March 2024.	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%	2021-22: Students: 77.0% Families: 98.0% Staff: 93.0%	2022-23: Students: 73% Families: 99% Staff: 90%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 80% Families: 100% Staff: 95%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 87%	2021-22: (Spring 2021 to Fall 2021) 88.0%	2022-23: (Spring 2022 to Fall 2022) 88%	2023-24: (Spring 2023 to Fall 2023) 95.91%	2023-24: (Spring 2023 to Fall 2023) 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	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)	Yes	Fully Implemented			\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.2	<p>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</p>	Yes	Fully Implemented			\$148,442	\$72,375

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 I funds: 5800 Professional Services: \$1,620.00 3500 Unemployment Insurance: \$20.00 3300 OASDI/Medicare: \$58.00 3100 STRS: \$764.00 1100 Teacher Salaries: \$4,000.00</p>						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement</p>	Yes	Fully Implemented			\$93,433	\$46,729

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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"> • Instructional Materials & Supplies: Resource: Title I, \$4,540 • Professional Services: Resource: Title IV, Part A (ESEA), \$8081.00 						
4.4	<p>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</p>	Yes	Fully Implemented			\$1,620	\$891

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.5	<p>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</p>	Yes	Fully Implemented			\$224,695	\$111,780

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Dr. Laura Schlottman Principal	lbschlottman@magnoliapublicschools.org (323) 826-3925

Goal 1

Goal Description
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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 1	2023-24: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 1)					
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%
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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 92.0%	2021-22: (Spring 2021 to Fall 2021) 84%	2022-23: (Fall 2021 to Fall 2022) 81% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 54%	2023-24: (Fall 2022 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%	2021-22: (As of 5/12/22) 95.8%	2022-23: (As of 5/12/23) 94.5%	2023-24: (As of 12/15/23) 95.0%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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.	No	Partially Implemented			\$21,200	\$11,660

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and retirement service fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and 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: Depreciation, technology, Telecom/Internet, 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</p>	No	Partially Implemented			\$652,145	\$350,440

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>(Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: \$909.00 (Title II), used for technology.</p>						
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security</p>	No	Fully Implemented			\$610,163	\$333,477

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, Non instructional student support, and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals 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</p>	Yes	Fully Implemented			\$60,000	\$33,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.5	<p>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</p>	No	Fully Implemented			\$943,179	\$518,748

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 (CMO fees), authorizer oversight fees, professional services, 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 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 92%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 12/15/23) 28%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 68%	2021-22: (First semester) 90%	2022-23: (First semester) 85%	2023-24: (First semester) 85%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 120.7	2021-22: (As of 5/13/22) 82.8	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall	2023-24: 125.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	
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% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 43.75% English Learners: 0.00% Students with Disabilities: 6.45% Hispanic: 44.25% White: 32.26% IAB ELA Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 65.07% 	2021-22: <ul style="list-style-type: none"> All Students: 42.86% English Learners: 0.00% Socioeconomically Disadvantaged: 43.36% Students with Disabilities: 3.13% Hispanic: 42.69% White: 38.71% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 43.62% English Learners: 7.94% 	2022-23: <ul style="list-style-type: none"> All Students: 35.29% English Learners: 0.00% Socioeconomically Disadvantaged: 34.55% Students with Disabilities: 6.06% Asian: * Hispanic: 34.11% White: 48.0% IAB ELA Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 39.13% 	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> Students with Disabilities: 8.82% Hispanic: 42.32% White: 52.00% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 56.13% 		
<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> 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 above standard 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> All Students: 42.8% English Learners: 34.2% Students with Disabilities: 50.0% Hispanic: 42.6% White: 45.2% 	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 24.4 points below standard English Learners: 90.5 points below standard Socioeconomically Disadvantaged: 25.1 points below standard Students with Disabilities: 119.4 points below standard Homeless: 30.0 points below standard Hispanic: 24.1 points below standard White: 37.1 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 41.1 points below standard English Learners: 109.8 points below standard Socioeconomically Disadvantaged: 41.9 points below standard Students with Disabilities: 134.4 points below standard Asian: * Hispanic: 43.4 points below standard White: 13.0 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 11.0 points below standard 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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: 49.8% English Learners: 40.8% Socioeconomically Disadvantaged: 50.6% Students with Disabilities: 29.3% Hispanic: 50.5% White: 42.9% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 42.8% English Learners: 34.2% Socioeconomically Disadvantaged: 41.7% Students with Disabilities: 50.0% Hispanic: 42.6% White: 45.2% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 49.6% English Learners: 37.9% Socioeconomically Disadvantaged: 50.3% Students with Disabilities: 58.8% Hispanic: 49.1% White: 64.0% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 30.4% English Learners: 28.6% Students with Disabilities: 35.0% Hispanic: 30.7% White: 30.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% 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% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 21.15% English Learners: 0.00% 	2021-22: <ul style="list-style-type: none"> All Students: 23.32% English Learners: 0.00% Socioeconomically Disadvantaged: 24.05% Students with Disabilities: 6.26% Hispanic: 22% White: 32.26% We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics	2022-23: <ul style="list-style-type: none"> All Students: 17.37% English Learners: 1.85% Socioeconomically Disadvantaged: 16.82% Students with Disabilities: 6.06% Asian: * Hispanic: 16.33% White: 32.0% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 29.19% 	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> Students with Disabilities: 6.45% Hispanic: 19.83% White: 30.00% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 41.27% 	<p>assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 20.32% English Learners: 3.17% Students with Disabilities: 5.88% Hispanic: 18.95% White: 36.00% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 28.88% 		
<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> 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 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 79.3 points below standard English Learners: 143.6 points below standard Socioeconomically Disadvantaged: 78.9 points below standard Students with Disabilities: 159.1 points below standard Homeless: 62.6 points above standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 94.6 points below standard English Learners: 140.6 points below standard Socioeconomically Disadvantaged: 94.5 points below standard Students with Disabilities: 156.9 points below standard Asian: * Hispanic: 97.6 points below standard 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 68.0 points below standard English Learners: 110.0 points below standard Socioeconomically Disadvantaged: 68.0 points below standard Students with Disabilities: 115.0 points below standard Homeless: 47.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> Hispanic: 74.3 points below standard White: 73.4 points above standard 	<ul style="list-style-type: none"> All Students: 47.8% English Learners: 41.7% Students with Disabilities: 53.3% Hispanic: 46.8% White: 56.7% 	<ul style="list-style-type: none"> Hispanic: 81.6 points below standard White: 62.0 points above standard 	<ul style="list-style-type: none"> White: 53.0 points above standard 	<ul style="list-style-type: none"> 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)	2020-21: <ul style="list-style-type: none"> All Students: 48.5% English Learners: 57.1% Socioeconomically Disadvantaged: 47.2% Students with Disabilities: 42.5% Hispanic: 47.1% White: 65.7% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 47.8% English Learners: 41.7% Socioeconomically Disadvantaged: 49.4% Students with Disabilities: 53.3% Hispanic: 46.8% White: 56.7% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 44.8% English Learners: 37.3% Socioeconomically Disadvantaged: 45.3% Students with Disabilities: 50.0% Hispanic: 43.9% White: 56.0% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 31.0% English Learners: 47.1% Students with Disabilities: 45.0% Hispanic: 29.9% White: 40.0% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% 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%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 23% Level 3: 37% Level 3: 23% Level 1: 17% 	2021-22: (2022 Dashboard) 55.3%	2022-23: (2023 Dashboard) 44.4%	2022-23: (2023 Dashboard) 54.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.5%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 23%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 22.64%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 12.90%	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% Students with Disabilities: 4.55% Hispanic: 31.90% White: 7.69% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 20.00% English Learners: 0.00% Socioeconomically Disadvantaged: 17.99% Students with Disabilities: 0.00% Hispanic: 20.00% 	2022-23: <ul style="list-style-type: none"> All Students: 24.64% English Learners: * Socioeconomically Disadvantaged: 23.73% Students with Disabilities: 8.33% Hispanic: 24.59% 	2022-23: <ul style="list-style-type: none"> All Students: 35.00% English Learners: 10.00% Socioeconomically Disadvantaged: 37.00% Students with Disabilities: 11.00% Hispanic: 37.00% White: 14.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	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,	No	Fully Implemented			\$1,224,917	\$593,070

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, unemployment insurance, benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title I funds: Unemployment Insurance, Health & Welfare benefits, OASDI/Medicare, STRS, and Teacher Salaries. 3500 Unemployment Insurance \$537.41 3400 Health & Welfare Benefits \$9,057.70 3300 OASDI/Medicare \$1,558.49 3100 STRS \$20,529.02 1100 Teacher Salaries \$98,208.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff</p>	Yes	Partially Implemented			\$49,000	\$26,950

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 Prof Dev-Other: \$20,384.00 4127 Title IV, Part A : Prof Development \$4,500.00 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support</p> <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</p>	Yes	Partially Implemented			\$833,064	\$404,215

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: 4127 Title IV, Part A ESEA (ESSA) 4340 Education Software: \$11,180.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3010 Title I 4340 Education Software: \$14,325.00 3010 Title I 3500 Unemployment Insurance: \$531.65 3010 Title I 3300 OASDI/Medicare: \$1,541.78 3010 Title I 3100 STRS: \$20,309.03 3010 Title I 1300 Cert Admins: \$4,000.00 3010 Title I 1100 Teacher Salaries: \$102,330.00						
2.4	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-	Yes	Partially Implemented			106,923	\$51,323

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
2.5	<p>Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized</p>	No	Fully Implemented			\$858,638	\$426,653

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED salaries and benefits, outsourced SPED services</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>fees, and SPED instructional materials and technology.</p> <p>The following expenditures will be funded by federal Title funds: \$8,000 (Non-personnel): Title IV, Part A ESEA (ESSA), Professional Services</p>						

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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%	2021-22: (As of 5/13/22) 21%	2022-23: (As of 5/12/23) 23%	2023-24: (As of 1/22/24) 17%	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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 99%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 99%	2023-24: 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>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.</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	Partially Implemented				
3.2	<p>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</p>	Yes	Partially Implemented			\$1,001	\$551

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
3.3	<p>Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy</p>	Yes	Partially Implemented			\$8,720	\$4,796

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, 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 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and</p>	Yes	Fully Implemented			\$368,999	\$177,295

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
3.5	<p>Additional programs and activities that support well-rounded education</p> <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</p>	Yes	Fully Implemented			\$847,039	\$414,557

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	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	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 21	2021-22: (As of 5/13/22) 6	2022-23: (As of 5/12/23) 8	2023-24: (As of 1/22/24) 4	2023-24: 8
Number of activities/events for parent involvement per	2020-21: (As of 5/16/21) 42	2021-22: (As of 5/13/22) 28	2022-23: (As of 5/12/23) 27	2023-24: (As of 1/22/24) 23	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
year (Source: Local Indicator Priority 3)					
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 2.1%	2022-23: (As of 5/12/23) 13.9%	2023-24: (As of 1/22/24) 23.3%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.98%	2021-22: (P-2 ADA) 90.65%	2022-23: (P-2 ADA) 92.01%	2023-24: (P-1 ADA) 93.86%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 2.7%	2021-22: (As of 5/13/22) 27.7%	2021-22: (2022 Dashboard) 28.4% 2022-23: (As of 5/12/23) 26.1%	2022-23: (2023 Dashboard) 28.4% 2023-24: (As of 1/22/24) 19.0%	2022-23: (2023 Dashboard) 3.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 1.0%	2023-24: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 1.0%	2021-22: (2022 Dashboard) 2.4% 2022-23: (As of 5/12/23) 2.3%	2022-23: (2023 Dashboard) 2.5% 2023-24: (As of 1/22/24) 3.1%	2022-23: (2023 Dashboard) 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.00% 2022-23: (As of 5/12/23) 0.25%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.24%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.1% Families: 41.5% Staff: 100.0%	2021-22: Students: 100% Families: 54.3% Staff: 100%	2022-23: Students: 100% Families: 74.9% Staff: 100%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 97% Staff: 92%	2021-22: Students: 72.0% Families: 96.0% Staff: 84.0%	2022-23: Students: 59% Families: 93% Staff: 77%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 93%	2021-22: (Spring 2021 to Fall 2021) 96%	2022-23: (Spring 2022 to Fall 2022) 92%	2023-24: (Spring 2023 to Fall 2023) 94.26%	2023-24: (Spring 2023 to Fall 2023) 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making</p> <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)/ PAC 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 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</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.2	<p>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</p>	Yes	Partially Implemented			\$237,276	\$115,872

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, Director of Outreach & Community Engagement salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The following expenditures will be funded by federal Title funds:</p> <p>3010 Title I 5800 Professional Services: \$7,500.00</p> <p>3010 Title I 3500 Unemployment Insurance: \$30.00</p> <p>3010 Title I 3300 OASDI/Medicare: \$87.00</p> <p>3010 Title I 3100 STRS: \$1,146.00</p> <p>3010 Title I 1100 Teacher Salaries: \$6,000.00</p>						
4.3	<p>MTSS - PBIS and SEL support</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 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>	Yes	Partially Implemented			\$382,700	\$185,867

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: 3010 Title I 4310 Ins Mats & Sups: \$4,053.00</p>						
4.4	<p>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</p>	Yes	Partially Implemented			\$2,000	\$1,100

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.5	<p>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.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding,</p>	Yes	Partially Implemented			\$223,341	\$110,097

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 0	2022-23: 0	2023-24: 0	2023-24: 0
Percentage of students without access to their own	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
copies of standards-aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 94.0%	2021-22: (Spring 2021 to Fall 2021) 64%	2022-23: (Fall 2021 to Fall 2022) 86% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 75%	2023-24: (Fall 2022 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%	2021-22: (As of 5/12/22) 97.1%	2022-23: (As of 5/12/23) 96%	2023-24: (As of 12/15/23) 95.5%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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	No	Fully Implemented			\$38,425	\$21,134

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed</p>	No	Fully Implemented			\$1,175,620	\$646,591

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 purchases of materials. Charter schools will annually review budgets and plan to ensure an adequate budget for instructional materials. Charter schools 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 depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Non personnel Federal Resource 4035 Title II 5940 Technology \$963.54						
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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</p>	No	Fully Implemented			\$629,547	\$336,310

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.4	<p>Healthy and nutritious meals 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</p>	Yes	Fully Implemented			\$44,446	\$23,127

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
1.5	<p>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</p>	No	Fully Implemented			\$1,890,663	\$1,039,865

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
and provided to students, certain programs and services being dependent on student need and interest (Source: Local 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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 51%	2022-23: (As of 5/12/23) 52%	2023-24: (As of 12/15/23) 49%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 69%	2021-22: (First semester) 85%	2022-23: (First semester) 89%	2023-24: (First semester) 86%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 126.5	2021-22: (As of 5/13/22) 39.9	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	2023-24: 130

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>2018-19:</p> <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% 	<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 38.26% English Learners: 9.26% Students with Disabilities: 27.78% Hispanic: 34.88% White: 72.73% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 53.97% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 36.65% English Learners: 7.69% Socioeconomically Disadvantaged: 33.77% Students with Disabilities: 12.77% Hispanic: 33.6% White: 81.82% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 37.13% English Learners: 10.20% Students with Disabilities: 23.64% Hispanic: 33.21% White: 61.90% 	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 43.68% English Learners: 4.84% Socioeconomically Disadvantaged: 39.66% Students with Disabilities: 24.45% Asian: * Hispanic: 41.42% White: 57.9% <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 47.00% 	<p>2022-23:</p> <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 54.84% 		
Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> 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 Hispanic: 42.8 points below standard White: 83.9 points above standard 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 46.0% English Learners: 43.1% Students with Disabilities: 45.3% Hispanic: 45.3% White: 50.0% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 30.7 points below standard English Learners: 76.3 points below standard Socioeconomically Disadvantaged: 37.8 points below standard Students with Disabilities: 96.1 points below standard Homeless: 72.5 points below standard Hispanic: 39.9 points below standard White: 88.2 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 14.6 points below standard English Learners: 56.2 points below standard Socioeconomically Disadvantaged: 23.4 points below standard Students with Disabilities: 75.7 points below standard Asian: * Hispanic: 21.2 points below standard White: 71.9 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 28.0 points below standard 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 assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> All Students: 42.7% English Learners: 40.3% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 46.0% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 58.3% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 58.0% 	2023-24: <ul style="list-style-type: none"> All Students: 60.0% English Learners: 54.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<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"> English Learners: 43.1% Socioeconomically Disadvantaged: 46.4% Students with Disabilities: 45.3% Hispanic: 45.3% White: 50.0% 	<ul style="list-style-type: none"> English Learners: 62.2% Socioeconomically Disadvantaged: 57.4% Students with Disabilities: 55.2% Hispanic: 58.2% White: 60.5% 	<ul style="list-style-type: none"> English Learners: 57.3% Students with Disabilities: 50.0% Hispanic: 58.0% White: 62.5% 	<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)	<p>2018-19:</p> <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% 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 25.87% English Learners: 5.41% Students with Disabilities: 12.96% Hispanic: 22.65% 	<p>2021-22:</p> <ul style="list-style-type: none"> All Students: 28.67% English Learners: 5.21% Socioeconomically Disadvantaged: 25.85% Students with Disabilities: 12.50% Homeless: 0.00% Hispanic: 25.67% White: 72.72% <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p>	<p>2022-23:</p> <ul style="list-style-type: none"> All Students: 34.77% English Learners: 7.94% Socioeconomically Disadvantaged: 30.77% Students with Disabilities: 19.56% Asian: * Hispanic: 31.12% White: 52.64% <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 54.94% 	<p>2022-23:</p> <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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> White: 54.55% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> All Students: 43.61% 	Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC: <ul style="list-style-type: none"> All Students: 31.17% English Learners: 9.09% Students with Disabilities: 14.81% Hispanic: 26.02% White: 61.90% IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 61.92% 		
Distance from Standard (DFS) on the CAASPP-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: 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 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 61.5% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 59.1 points below standard English Learners: 93 points below standard Socioeconomically Disadvantaged: 66.0 points below standard Students with Disabilities: 119.2 points below standard Homeless: 113.2 points below standard Hispanic: 66.8 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 39.9 points below standard English Learners: 74.7 points below standard Socioeconomically Disadvantaged: 48.9 points below standard Students with Disabilities: 88.3 points below standard Asian: * Hispanic: 50.0 points below standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 42.0 points below standard 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> White: 73.0 points above standard 	<ul style="list-style-type: none"> English Learners: 54.3% Students with Disabilities: 46.9% Hispanic: 61.4% White: 58.3% 	<ul style="list-style-type: none"> White: 58.5 points above standard 	<ul style="list-style-type: none"> White: 45.4 points above standard 	<ul style="list-style-type: none"> White: 50.0 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)	2020-21: <ul style="list-style-type: none"> All Students: 40.5% English Learners: 35.9% Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 32.9% Hispanic: 39.7% White: 44.4% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 61.5% English Learners: 54.3% Socioeconomically Disadvantaged: 62.0% Students with Disabilities: 46.9% Hispanic: 61.4% White: 58.3% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 66.3% English Learners: 61.3% Socioeconomically Disadvantaged: 65.8% Students with Disabilities: 53.1% Hispanic: 64.8% White: 68.4% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 62.4% English Learners: 66.3% Students with Disabilities: 65.4% Hispanic: 60.6% White: 70.8% 	2023-24: <ul style="list-style-type: none"> All Students: 50.0% English Learners: 44.0% 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%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 14% Level 3: 34% Level 2: 37% Level 1: 15% 	2021-22: (2022 Dashboard) 48.2%	2022-23: (2023 Dashboard) 73.3%	2022-23: (2023 Dashboard) 45.0%
Percentage of ELs reclassified to Fluent	2020-21: 6.1%	2021-22 RFEP data is not available. The following is	2022-23 RFEP data is not available. The following is	2023-24 RFEP data is not available. The following is	2023-24: 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Proficient (RFEP) annually (Source: CDE DataQuest)		the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 14%	the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 13.02%	the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 23.13%	
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% Socioeconomically Disadvantaged: 16.54% Students with Disabilities: 0.00% Homeless: 17.65% Hispanic: 14.58% White: 30.76% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 22.66% English Learners: 0.00% Socioeconomically Disadvantaged: 19.80% Students with Disabilities: 8.33% Hispanic: 22.03% 	2022-23: <ul style="list-style-type: none"> All Students: 29.63% English Learners: 4.17% Socioeconomically Disadvantaged: 28.42% Students with Disabilities: 12.5% Hispanic: 26.59% 	2022-23: <ul style="list-style-type: none"> All Students: 20.00% English Learners: 10.00% Socioeconomically Disadvantaged: 20.00% Students with Disabilities: 10.00% Homeless: 20.0% Hispanic: 20.00% White: 32.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	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,	No	Fully Implemented			\$2,907,326	\$1,403,209

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>certain programs and services are dependent on student needs and interests. 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"> • 3500 Unemployment Insurance: Resource: Title 1,; Amount: \$467.53 • 3400 Health and Welfare Benefits: Resource Title1: Amount: \$11,322.17 • 3300 Oasdi/Medicare: Title 1: \$1,355.82 • 3100 STRS: resource Title 1: \$17,859.45 • 1100 Teachers Salaries Resource: Title 1: \$93,434.00 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction</p>	Yes	Fully Implemented			\$120,606	\$64,300

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: Non Personnel Federal 4035 Title II 5864 Prof. Dev-Other \$27,295.00</p>						
2.3	<p>MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will</p>	Yes	Fully Implemented			\$669,622	\$328,048

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.)</p> <p>The following expenditures will be funded by federal Title funds: Non personnel 4127 Title IV, Part A 4340 Educat Software \$3,353.84</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Non personnel 3010 Title I 4340 Educat Software \$46,042.91						
2.4	<p>Designated and integrated ELD programs</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. 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</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, and EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
2.5	<p>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</p>	No	Fully Implemented			\$938,179	\$463,001

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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"> • 1100 Teacher Salaries: Resource 3010 Title 1: \$13,816.00 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> 3100 STRS: Resource: 3010 Title I; Amount: \$2,638.86 3300 OASDI/Medicare: Resource: 3010 Title I; Amount: \$200.33 3400 Health & Welfare Benefits: Resource: 3010 Title I; Amount: \$1,437.73 3500 Unemployment Insurance: Resource: 3010 Title I; Amount: \$69.08 						

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 34.2%	2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 79.3%	2022-23: (2023 Dashboard) 72.4%	2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 50.0%	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: 61.76% We have used the	2022-23: 61.11%	2022-23: 53.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessments (Source: CDE DataQuest)		<p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 54.84% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> Grade 11 Students: 64.47% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> Grade 11 Students: 61.11% <p>IAB ELA Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> Grade 11 Students: 51.96% 	<p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 67.69% 	
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 55.56%	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p>	<p>2021-22: 29.41%</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency</p>	<p>2022-23: 33.33%</p> <p>IAB Math Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> Grade 11 Students: 57.14% 	2022-23: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 30.30% IAB Math Level 3 and 4 Projection (5/13/22): <ul style="list-style-type: none"> Grade 11 Students: 33.10% 	Projection for 2022-23 SBAC: <ul style="list-style-type: none"> Grade 11 Students: 44.44% IAB Math Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> Grade 11 Students: 70.86% 		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 47.8%	2020-21: 47.1%	2021-22: 66.7%	2022-23: 56.0%	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%	2020-21: 54.2%	2021-22: 21.1%	2022-23: 27.6%	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%	2021-22: (As of 5/13/22) 39.5%	2021-22: (2022 Dashboard) 36.6% 2022-23: (As of 5/12/23) 51.7%	2022-23: (As of 1/22/24) 60.0%	2022-23: (2023 Dashboard) 40.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100%	2020-21: 86.4% 2021-22: (As of 5/13/22) 71.1%	2021-22: (CDE DataQuest) 86.5% 2022-23: (As of 5/12/23) 100%	2022-23 (CDE DataQuest): 100.0%	2022-23 (CDE DataQuest): 85.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 45.0%	2021-22: (As of 5/13/22) 13.2%	2021-22: (CDE DataQuest) 16.2%	2022-23 (CDE DataQuest): 20.7%	2022-23 (CDE DataQuest): 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			2022-23: (As of 5/12/23) 24.1%		
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 40.0%	2021-22: (As of 5/13/22) 23.7%	2021-22: (CDE DataQuest) 21.6% 2022-23: (As of 5/12/23) 34.5%	2022-23 (CDE DataQuest): 34.5%	2022-23 (CDE DataQuest): 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 60.0%	2021-22: (As of 5/13/22) 34.2%	2022-23: (As of 5/12/23) 51.7%	2023-24: (As of 1/22/24) 51.7%	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%	2021-22: (As of 5/13/22) 79%	2022-23: (As of 5/12/23) 90%	Data will be available in May 2024.	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%	2021-22: (As of 5/13/22) 66%	2022-23: (As of 5/12/23) 79%	Data will be available in May 2024.	2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%	Class of 2019 data is not available.	Class of 2019: 73.5% Class of 2020: 63%	Class of 2021: 75.0%	Class of 2021: 60.0%
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%	2021-22: (As of 5/13/22) 3%	2022-23: (As of 5/12/23) 6%	2023-24: (As of 1/22/24) 11%	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%	2021-22: (As of 5/13/22) 64%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 97%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 91%	2022-23: (As of 5/12/23) 99%	2023-24: (As of 1/22/24) 43%	2023-24: 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>College/Career readiness programs and activities</p> <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</p>	Yes	Fully Implemented			\$114,352	\$54,889

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles,</p>	Yes	Fully Implemented			\$636	\$350

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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"> 4340 Educational Software Resource: 4127 Title IV, Part A \$636.00 						
3.3	<p>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</p>	Yes	Partially Implemented			\$284,626	\$136,872

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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"> • 4340 Educational Software Resource: 4127 Title IV, Part A \$3,587.04 						
3.4	Physical education, activity, and fitness	Yes	Fully Implemented			\$384,847	\$192,754

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> 4340 Educational Software Resource: 4127 Title IV, Part A \$424.00 						
3.5	<p>Additional programs and activities that support well-rounded education In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, 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</p>	Yes	Fully Implemented			\$665,857	\$330,330

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 4	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	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	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 2	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 36	2021-22: (As of 5/13/22) 4	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 2	2023-24: 8
Number of activities/events for parent involvement per	2020-21: (As of 5/16/21) 42	2021-22: (As of 5/13/22) 35	2022-23: (As of 5/12/23) 50	2023-24: (As of 1/22/24) 21	2023-24: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
year (Source: Local Indicator Priority 3)					
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 19.8%	2022-23: (As of 5/12/23) 27.6%	2023-24: (As of 1/22/24) 1.0%	2023-24: 20.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.61%	2021-22: (P-2 ADA) 94.20%	2022-23: (P-2 ADA) 94.15%	2023-24: (P-1 ADA) 94.38%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 5.3%	2021-22: (As of 5/13/22) 11.2%	2021-22: (2022 Dashboard) 11.6% 2022-23: (As of 5/12/23) 17.0%	2022-23: (2023 Dashboard) 16.8% 2023-24: (As of 1/22/24) 13.9%	2022-23: (2023 Dashboard) 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0.0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 10%	2023-24: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.8%	2020-21: 0.0%	2021-22: (CDE DataQuest) 2.5% 2022-23: 3.4%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%	2020-21: (2021 Dashboard) 97.4%	2021-22: (2022 Dashboard) 92.7% 2022-23: (As of 5/12/23) 100%	2022-23: (2023 Dashboard) 97.2%	2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 3/13/22) 1.9%	2021-22: (2022 Dashboard) 2%	2022-23: (2023 Dashboard) 2.6%	2022-23: (2023 Dashboard) 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			2022-23: (As of 5/12/23) 1.3%	2023-24: (As of 1/22/24) 1.7%	
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 3/13/22) .19%	2021-22: (CDE DataQuest) 0.19% 2022-23: (As of 5/12/23) 0.00%	2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 1/22/24) 0.00%	2022-23: (CDE DataQuest) 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.3% Families: 72.8% Staff: 100.0%	2021-22: Students: 70% Families: 81.8% Staff: 100%	2022-23: Students: 100% Families: 76.6% Staff: 100%	Survey administration will be done in February 2024 and data will be available in March 2024.	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%	2021-22: Students: 70% Families: 94% Staff: 88%	2022-23: Students: 73% Families: 94% Staff: 85%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 75% Families: 95% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 86%	2021-22: (Spring 2021 to Fall 2021) 86%	2022-23: (Spring 2022 to Fall 2022) 90%	2023-24: (Spring 2023 to Fall 2023) 89.44%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	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	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>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</p>	Yes	Partially Implemented			\$321,344	\$157,906

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Parent Education Bridge program fees, 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"> • 5800 Professional Services Resource: Title 1: \$26,501.06 • 3500 Unemployment Insurance Resource: Title 1: \$30.00 • 3300 OASDI/Medicare Resource: Title 1: \$87.00 • 3100 STRS Resource: Title 1: \$1146 • 1100 Teacher Salaries: Resource Title 1: \$6,000 						
4.3	<p>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</p>	Yes	Fully Implemented			\$464,510	\$227,149

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, PDs 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"> • 4340 Educational Software: Resource: Title IV, Part A: \$6,169.20 • 4310 Instructional Materials and Supplies Resource Title 1: \$13,250.00 • 4345 Non Instructional Student Supplies Resource Title III - Imm. I: \$1,599.54 						
4.4	Annual educational partner surveys	Yes	Fully Implemented			\$2,650	\$1,458

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 educational partners' 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 educational partners 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>The following expenditures will be funded by Federal Title funds: N/A</p>						
4.5	<p>Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of</p>	Yes	Fully Implemented			\$440,872	\$218,092

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 educational partners, 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>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Gokhan Serce Regional Director and Principal	gserce@magnoliapublicschools.org (619) 644-1300

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: 0	2022-23: 0	2023-24: 1	2023-24: 0
Percentage of students without access to their own copies of standards-	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional 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	2021-22: 0	2022-23: 0	2023-24: 0	2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 94%	2022-23: (Fall 2021 to Fall 2022) 68% This metric has been updated to measure from fall to fall.	2023-24: (Fall 2022 to Fall 2023) 75%	2023-24: (Fall 2022 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%	2021-22: (As of 5/12/22) 95%	2022-23: (As of 5/12/23) 97.8%	2023-24: (As of 12/15/23) 97.9%	2023-24: 97.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	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	No	Fully Implemented			\$25,970	\$14,284

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.2	<p>Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and</p>	No	Fully Implemented			\$462,340	\$244,810

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 depreciation.</p> <p>The following expenditures will be funded by federal Title funds: Technology: Resource: Title II; Amount: \$963.54</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor 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</p>	No	Fully Implemented			\$1,098,342	\$601,965

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 , and insurance costs (workers compensation, CharterSAFE, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.4	<p>Healthy and nutritious meals</p> <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</p>	Yes	Fully Implemented			\$59,377	\$30,570

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 and office supplies related to the Healthy and nutritious meals.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
1.5	<p>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</p>	No	Fully Implemented			\$583,763	\$321,070

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Indicator Priority 7, SIS)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 84%	2023-24: (As of 12/15/23) 68%	2023-24: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2020-21: (First semester) 75%	2021-22: (First semester) 90%	2022-23: (First semester) 86%	2023-24: (First semester) 91%	2023-24: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 30.0	2021-22: (As of 5/13/22) N/A (MyOn was not used)	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	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% 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the	2021-22: <ul style="list-style-type: none"> All Students: 62.97% English Learners: 0.00% 	2022-23: <ul style="list-style-type: none"> All Students: 63.01% English Learners: 0.00% 	2022-23: <ul style="list-style-type: none"> All Students: 71% English Learners: 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> 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% 	<p>Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> All Students: 70.05% English Learners: 16.67% Students with Disabilities: 36.00% Hispanic: 57.86% White: 75.71% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 67.25% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 53.60% Students with Disabilities: 26.25% Asian: 87.18% African American: 42.86% Hispanic: 49.65% White: 72.8% 2 or more races: 61.54% <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 67.33% English Learners: 20.69% Students with Disabilities: 44.74% Hispanic: 58.70% White: 78.42% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 52.03% Students with Disabilities: 33.33% Asian: 64.1% Hispanic: 50.68% White: 73.95% <p>IAB ELA Level 3 and 4 Projection (1/22/24):</p> <ul style="list-style-type: none"> All Students: 64.44% 	<ul style="list-style-type: none"> 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	Mid-Year Outcome Data	Desired Outcome for 2023-24
			IAB ELA Level 3 and 4 Projection (5/12/23): <ul style="list-style-type: none"> All Students: 68.73% 		
Distance from Standard (DFS) on the CAASPP-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 above standard White: 46.7 points above standard 	CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 63.0% English Learners: 51.9% Students with Disabilities: 63.8% Hispanic: 62.7% White: 63.6% 	2021-22: (2022 Dashboard) <ul style="list-style-type: none"> All Students: 34.6 points above standard English Learners: 17.9 points below standard Socioeconomically Disadvantaged: 6.8 points above standard Students with Disabilities: 50.6 points below standard African American: 0.1 points above standard Hispanic: 5.7 points above standard White: 50.5 points above standard 	2022-23: (2023 Dashboard) <ul style="list-style-type: none"> All Students: 27.2 points above standard English Learners: 44.4 points below standard Socioeconomically Disadvantaged: 1.3 points below standard Students with Disabilities: 39.1 points below standard Asian: 41.9 points above standard Hispanic: 4.1 points above standard White: 48.3 points above standard 	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 Hispanic: 36.0 points above standard White: 48.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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% 	Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 63.0% English Learners: 51.9% Socioeconomically Disadvantaged: 63.2% Students with Disabilities: 63.8% Asian: 51.1% Hispanic: 62.7% White: 63.6% 	Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 54.6% English Learners: 59.3% Socioeconomically Disadvantaged: 53.7% Students with Disabilities: 50.7% Asian: 55.6% Hispanic: 55.0% White: 58.1% 	Fall 2022 to Fall 2023 MAP Reading - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 58.0% English Learners: 80.0% Students with Disabilities: 46.2% Hispanic: 50.7% White: 59.0% 	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 assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> All Students: 60.62% English Learners: 26.67% 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% 	CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <ul style="list-style-type: none"> All Students: 48.47% 	2021-22: <ul style="list-style-type: none"> All Students: 49.87% English Learners: 0.00% Socioeconomically Disadvantaged: 36.60% Students with Disabilities: 23.75% Asian: 84.61% African American: 28.58% Hispanic: 37.06% White: 54.41% 2 or more races: 53.85% We have used the	2022-23: <ul style="list-style-type: none"> All Students: 54.65% English Learners: 5.88% Socioeconomically Disadvantaged: 41.22% Students with Disabilities: 34.67% Asian: 71.8% Hispanic: 40.45% White: 67.6% IAB Math Level 3 and 4 Projection (1/22/24): <ul style="list-style-type: none"> All Students: 80.30% 	2022-23: <ul style="list-style-type: none"> All Students: 62.00% English Learners: 30.00% 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> English Learners: 10.34% Students with Disabilities: 16.44% Hispanic: 33.09% White: 56.12% <p>IAB Math Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> All Students: 68.79% 	<p>Measures of Academic Progress (MAP)- Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- Mathematics assessments.</p> <p>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:</p> <ul style="list-style-type: none"> All Students: 53.66% English Learners: 13.79% Students with Disabilities: 34.67% Hispanic: 40.28% White: 64.08% <p>IAB MATH Level 3 and 4 Projection (5/12/23):</p> <ul style="list-style-type: none"> All Students: 75.30% 		
<p>Distance from Standard (DFS) on the CAASPP- Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<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: 	<p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)- Mathematics assessment</p>	<p>2021-22: (2022 Dashboard)</p> <ul style="list-style-type: none"> All Students: 1.7 points above standard English Learners: 56.4 points below standard Socioeconomically Disadvantaged: 	<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> All Students: 8.5 points above standard English Learners: 60.2 points below standard Socioeconomically Disadvantaged: 	<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:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	18.5 points below standard <ul style="list-style-type: none"> 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 	to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 64.8% English Learners: 53.8% Students with Disabilities: 48.6% Hispanic: 62.9% White: 65.9% 	31.6 points below standard <ul style="list-style-type: none"> Students with Disabilities: 74.7 points below standard African American: 42.2 points below standard Hispanic: 39.5 points below standard White: 10.4 points above standard 	27.0 points below standard <ul style="list-style-type: none"> Students with Disabilities: 56.5 points below standard Asian: 34.5 points above standard Hispanic: 22.8 points below standard White: 35.9 points above standard 	12.0 points below standard <ul style="list-style-type: none"> 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
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: 47.0% English Learners: 48.1% Socioeconomically Disadvantaged: 41.4% Students with Disabilities: 42.2% African American: * Asian: 37.5% Hispanic: 46.3% White: 48.5% 	Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 64.8% English Learners: 53.8% Socioeconomically Disadvantaged: 62.6% Students with Disabilities: 48.6% Asian: 71.1% Hispanic: 62.9% White: 65.9% 	Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 59.9% English Learners: 46.2% Socioeconomically Disadvantaged: 58.7% Students with Disabilities: 47.2% Asian: 59.1% Hispanic: 54.5% White: 64.4% 	Fall 2022 to Fall 2023 MAP Mathematics - Percent Met Growth Projection: <ul style="list-style-type: none"> All Students: 60.6% English Learners: 50.0% Students with Disabilities: 61.5% Hispanic: 52.2% White: 60.9% 	2023-24: <ul style="list-style-type: none"> All Students: 65.0% English Learners: 65.0% Socioeconomically Disadvantaged: 65.0% Students with Disabilities: 65.0% African American: 65.0% Asian: 65.0% Hispanic: 65.0% White: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%	2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. 2022 ELPAC Percentage of Students at Each Performance Level: <ul style="list-style-type: none"> Level 4: 29.03% Level 3: 38.71% Level 2: 19.35% Level 1: 12.90% 	2021-22: (2022 Dashboard) 69.0%	2022-23: (2023 Dashboard) 73.1%	2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 33.3%	2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4 who are reclassified as RFEP: 26%	2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. 2022 ELPAC Percentage of Students Level 4: 29.03%	2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. 2023 ELPAC Percentage of Students Level 4: 34.62%	2023-24: 30.0%
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: 55.74% Socioeconomically Disadvantaged: 48.48% Students with Disabilities: 20.00% Homeless: 55.74% Hispanic: 51.35% White: 58.18% 	CAST assessments were waived during the 2019-20 and 2020-21 school years.	2021-22: <ul style="list-style-type: none"> All Students: 53.38% English Learners: 0 Socioeconomically Disadvantaged: 41.51% Students with Disabilities: 26.09% Hispanic: 38.46% 	2022-23: <ul style="list-style-type: none"> All Students: 52.52% English Learners: 0.00% Socioeconomically Disadvantaged: 44.23% Students with Disabilities: 24.19% Hispanic: 46.42% 	2022-23: <ul style="list-style-type: none"> All Students: 57.00% Socioeconomically Disadvantaged: 50.00% Students with Disabilities: 22.00% Homeless: 57.0% Hispanic: 54.00% White: 60.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>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.</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>	No	Fully Implemented			\$1,556,496	\$753,418

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff</p>	Yes	Fully Implemented			\$29,643	\$16,304

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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"> Professional development expenses: Resource: Title II; Amount: \$11,621.84 						
2.3	<p>MTSS - Academic enrichment, intervention, and student support</p> <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,</p>	Yes	Fully Implemented			\$303,753	\$148,863

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, 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 (Edgenuity, IXL, Quizizz, Membean, 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: 4127 Title IV, Part A ESEA (ESSA); Amount: \$3,370.80 <p>Title I: 4340 Educational Software: \$30,290.84</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3500 Unemployment Insurance: \$135.00 3300 OASDI/Medicare: \$391.50 3100 STRS: \$5,157.00 1300 Cert. Admin: \$5,000.00 1100 Teacher Salaries: \$22,000.00						
2.4	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	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
2.5	<p>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</p>	No	Fully Implemented			\$967,153	\$482,649

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Instructional Aide Salary and Benefits: Title I ; Amount: \$11,893.45						

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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%	2021-22: (As of 5/13/22) 23%	2022-23: (As of 5/12/23) 23%	2023-24: (As of 1/22/24) 22%	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%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year	2020-21: (As of 4/16/21) 100%	2021-22: (As of 5/13/22) 100%	2022-23: (As of 5/12/23) 100%	2023-24: (As of 1/22/24) 100%	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 7, SIS)					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>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.</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	Fully Implemented				
3.2	<p>STEAM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology,</p>	Yes	Fully Implemented			\$1	\$1

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
3.3	<p>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</p>	Yes	Fully Implemented			\$848	\$466

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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"> Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: \$848 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>Physical education, activity, and fitness</p> <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</p>	Yes	Fully Implemented			\$223,025	\$108,144

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	funded by federal Title funds: <ul style="list-style-type: none"> Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$742 						
3.5	<p>Additional programs and activities that support well-rounded education</p> <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>	Yes	Fully Implemented			\$390,777	\$200,268

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 4

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2021-22: (As of 5/13/22) 3	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings.	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	2021-22: (As of 5/13/22) 2	2022-23: (As of 5/12/23) 3	2023-24: (As of 1/22/24) 0	2023-24: 4
Number of Parent Advisory Committee (PAC) meetings per year	2020-21: (As of 5/16/21) 28	2021-22: (As of 5/13/22) 17	2022-23: (As of 5/12/23) 4	2023-24: (As of 1/22/24) 3	2023-24: 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Source: Local Indicator Priority 3)					
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 19	2021-22: (As of 5/13/22) 12	2022-23: (As of 5/12/23) 20	2023-24: (As of 1/22/24) 16	2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4	2021-22: 4	2022-23: 4	2023-24: (As of 1/22/24) 2	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%	2021-22: (As of 5/13/22) 8%	2022-23: (As of 5/12/23) 13.1%	2023-24: (As of 1/22/24) 1.1%	2023-24: 15.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.22%	2021-22: (P-2 ADA) 93%	2022-23: (P-2 ADA) 92.80%	2023-24: (P-1 ADA) 94.72%	2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.4%	2021-22: (As of 5/13/22) 23.4%	2021-22: (2022 Dashboard) 24.7%	2022-23: (2023 Dashboard) 21.6%	2022-23: (2023 Dashboard) 6.0%
			2022-23: (As of 5/12/23) 24.6%	2023-24: (As of 1/22/24) 17.5%	
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%	2021-22: (As of 5/13/22) 0%	2022-23: (As of 5/12/23) 0%	2023-24: (As of 1/22/24) 0.00%	2023-24: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%	2021-22: (As of 5/13/22) 3%	2021-22: (2022 Dashboard) 3.4%	2022-23: (2023 Dashboard) 2.5%	2022-23: (2023 Dashboard) 1.0%
			2022-23: (As of 5/12/23) 2.2%	2023-24: (As of 1/22/24) 0.9%	
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%	2021-22: (As of 5/13/22) 0.00%	2021-22: (CDE DataQuest) 0.23%	2022-23: (CDE DataQuest) 0.00%	2022-23: (CDE DataQuest) 0.00%
			2022-23: (As of 5/12/23) 0.00%	2023-24: (As of 1/22/24) 0.00%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.7% Families: 67.9% Staff: 100.0%	2021-22: Students: 92.8% Families: 71.1% Staff: 100%	2022-23: Students: 95.7% Families: 66.6% Staff: 96.9%	Survey administration will be done in February 2024 and data will be available in March 2024.	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%	2021-22: Students: 66% Families: 96% Staff: 95%	2022-23: Students: 67% Families: 95% Staff: 86%	Survey administration will be done in February 2024 and data will be available in March 2024.	2023-24: Students: 74% Families: 85% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%	2021-22: (Spring 2021 to Fall 2021) 87.46%	2022-23: (Spring 2022 to Fall 2022) 91%	2023-24: (Spring 2023 to Fall 2023) 88.57%	2023-24: (Spring 2023 to Fall 2023) 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Seeking family input for decision making</p> <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</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>						
4.2	<p>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</p>	Yes	Fully Implemented			\$196,187	\$100,511

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, and Office manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Stipends for home visits and Professional Services: Resource: Title I, Part A; Amount: \$6,207.31 						
4.3	<p>MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and</p>	Yes	Fully Implemented			\$255,542	\$124,513

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>ATSI: Our attendance team will continue to provide support to our African American students and their guardians to decrease student chronic absenteeism as stated in our handbook.</p> <p>Expenditures associated with this action include the following: Dean of Students salary and benefits,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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"> • Educational Software for MTSS : Resource: Title IV, Part A; Amount: \$5,300 • Instructional Supplies: Resource: Title I; Amount: \$2,104.10 						
4.4	<p>Annual educational partner 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 educational partners' 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 educational</p>	Yes	Fully Implemented			\$2,120	\$1,166

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>partners 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>						
4.5	<p>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</p>	Yes	Fully Implemented			\$124,075	\$61,411

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>School leadership will actively develop relationships with a range of educational partners, 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>						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures